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A Weekly Journal of Education.

Vol. LIII.

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No. 11

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

Teaching and Learning.

It appears from a survey of the past twenty-five years that an increased number of men and women in different places have rightly conceived the purpose of teaching. When there is a large number of such, teaching will become a profession. Along with this discovery there must be a determination to be, to know, and to do what the new aspects of education at present demand. We can now look back and see that twenty-five years ago the number was small, even in cities like Boston, New York, Philadelphia, and Chicago, of those who passed beyond possessing a meager knowledge of the elementary studies and some skill in school tactics; indeed, so small was this number that it was easy to name them. With the new feeling that has been diffused there rises a parallel to the cry of the jailer, "What shall we do to become worthy of our calling?"

There is a possibility of advancement for all who are willing to take suggestions for their development, no matter who makes them, no matter from what quarter they come. But there must be a willingness, to start with. In the past the teacher has stood on the defensive; the educational paper that hinted that he could learn something was thrown down contemptuously. The case is remembered of a principal who pointed out to the editor an article on Manual Training and threw THE JOURNAL down with the exclamation, "You'll never live to see that come about; it tires me to see those things." Yet that same principal, three years after, conducted the editor through an annex that was fitted with tools. It was erected, however, at the suggestion of the trustees.

This defensive position must be forsaken; the teacher must be as alert for suggestion and hint as Henry Ward Beecher was. A man of this character becomes a fruitful teacher; we have had them in the past. But the point only was reached that enabled them to utilize in their school-room the experiences of life, the incidents that came under their observation,—a line of poetry here and an anecdote there; they were interesting teachers. They did not help other teachers; they did not consider their relation to the educational world;

they made their school-rooms richer, but contributed nothing to the world.

There are many in school-rooms, as is becoming apparent, who are persons of gifts; these owe a certain debt to their profession. That teacher who can make his school-room a place of profit for his pupils can profitably speak to his fellows; and this will be most serviceable to him. He will find as he comes to write that he must look at things broadly. Many a teacher has been sorely disappointed when he first undertook to enlighten his fellows. One who had achieved a great reputation was invited to give three addresses before the teachers of a city; on the first address the remark was, "He has said all he knows;" and so it proved, and his hearers then wondered how he had achieved so great a renown. But this man rallied, studied, and breathed deeper and became one of the best institute instructors New York ever had.

Men who can affect others productively can teach largely and finely; men who leave the knowledge absorbed (of verbs, or of Africa, for example) to do the work of education are narrow teachers. These productive men obtain suggestions from every quarter; they not only develop others, they develop themselves. They make school room life interesting; they arouse the imagination; all who come near them feel an electric shock. They have discovered a science more or less in their work. The temptations, however, for such is to be satisfied to carry this class through this year as best they can and the next years' class in the same way.

No man needs stimulation, onward-pushing, so much as speakers and teachers; they are both of one class. The teacher who is no longer a learner has arrived at the end of his usefulness. A principal is in mind, teaching actively each hour of the day, who has been in the school-room fifty years. He speaks in a letter thus: "I can truly say I give more thought to my work each year; I read papers, magazines, and books, especially travels and histories; I do not cite from them in my class, but I *feel their* influence as I teach. I never took much stock in there being a science in teaching, considering it as a personal art, until during the last quarter of my fifty-two years. I believe there is a science in teaching now as well as an art, and would urge all young teachers to dig for principles."

The problem of education is one that can be solved only by those who look at men and women largely; it is a many-sided question; it is an anthropological matter. All the great questions which perplex men are troubling the boys and girls. The teacher must therefore draw from a wide field; he must appropriate from all sources whatever enables him to render the developing process a surer and more pleasing one. This is clear; and it is also clear that those that lead others to climbing must themselves be ascending.

Demand vs. Supply.

By G. T. JOHNSON.

In the physical world, action promotes friction; friction promotes waste; waste demands supply; supply must be commensurate with waste or exhaustion follows.

An animate body is never in a state of perfect repose. When *voluntary* activities are suspended, the *involuntary* processes of circulation, nutrition, and excretion continue. As action is constant, so is waste, and so must be the supply, the material of which must be food, water in some form, and air.

Unremitting continuance of extreme voluntary activities for any considerable period of time, produces exhaustion; the organs of assimilation being unable to meet the excessive demands caused by waste. A period of *rest* is necessary to restore the equilibrium between waste and supply.

Growing animals must not only *repair the waste*, but they must *build up* the body itself, in all its parts. This growth is carried on through the activities of the same organs and by means of material of the same nature, as are the repairs. When a growing animal partakes of only sufficient nutriment, or assimilates only a sufficient amount to repair waste, growth is suspended.

That animal called the child, is, in its normal condition, an exceedingly *active* animal, hence, in its little body, waste is great, demanding heavy repairs and supplies. It is a *growing* animal; hence it must take and assimilate a quantity of nutriment sufficient not only to repair waste, but to promote the desired growth. It requires much rest from voluntary activities, but its waking condition is one of almost incessant motion; hence, much sleep is necessary, to give nature, through the processes of nutrition, time to repair damages and to build the body a little broader and a little higher.

This little animal revels in out-of-door sports; in eating and in sleeping. Why not? Nature is its director. Nature is a better mother to the child than we are disposed freely to admit. She would never compel the child to eat when not hungry, drink when not thirsty, nor would she fail to properly supply its stomach with needed nutriment, its body with needed repose. Nature has very correct ideas about the frequency, kind, and amount of supplies, and the sleep, needed by this strange little animal. Her promptings are quite safe.

Adults are usually *over-fed*; they need to make repairs, only. In past generations children were over-fed; but, as the pendulum swung back from the point of over-feeding, it reached the opposite extreme of under-feeding.

Few children have weak digestive apparatus. Nature has built them on a wiser plan. She knows what an important part digestion plays in the domestic economy of the child. She knows that the stomach is not only the main depot of supplies for the growth and repairs of the child, but that it is the central office for telegraphic, telephonic, and rapid-transit communications of all kinds, throughout the body. Few children, comparatively, have weak stomachs; yet parents who have studied the needs of the child far less than Mother Nature, place restrictions on the *child's* supplies, and compel it to feed upon unpalatable viands because "They are good for little boys;" thus effectually thwarting the plans of nature, the while they indulge their own appetites in injurious excess.

Is there any reason why the child's appetite should not be gratified, as well as that of the adult?

The dumb brutes are wiser. When the calf draws its milk, it partakes until satisfied. When older grown, it nips the green grass without restraint. No one says to it, "You must eat no more; it is not good for *little cattle*."

With regard to sleep, too, the parent usually judges from the wrong standpoint. The application of that old maxim, "Early to rise," etc., has embittered the life of many a child, and weakened his faculties. Parents fail to observe that the lines refer to adults. "Make a *man* healthy," etc. This maxim has been too long applied to childhood. The "Early to bed" part of it may be wisely applied to all ages; but this portion of it is frequently, the least conscientiously enforced in regard to children, while that part containing the sting for childhood is seldom forgotten.

The child is overworked, under-fed, and allowed insufficient time for sleep and rest. He is indolent, acts tired, and is averse to both work and play. These are nature's signals for a halt for supplies and repairs.

Are they heeded? The child is punished for indolence, dragged from his bed half asleep, and, in many cases, driven to tasks by threats and violence. Thus is he doubly punished—punished by his guardians of the hour, punished by nature in the after years, who allows him to develop into a creature dwarfed, unsymmetrical, or weak, perhaps both mentally and physically. Thus are the sins of the parents visited upon the children.

Does the overwork of the child cease when it enters the school room door? Does it find time for a due amount of rest and recreation? Does the teacher understand the processes of child-growth and development? Does he understand the great principal of animate nature, embodied in the words, "*Change is rest*?" Does he know that to force the activities of the mind is to wear out the body? Does he realize that under the guise of instructor he may be doing the child irreparable injury? Is he certain that his well-meant methods and regulations are not fit subjects for investigation by the "Humane Society"?

Kansas City, Mo.

The English School System.

By M. A. WADDELL RODGER.

Said an experienced English schoolmaster: "The English school system is fettered by ancient laws and customs." The Parliamentary acts of 1891 and 1892, giving partially free education, may be traced to two potent causes. The first is the extension of the franchise to the working classes; the second may be found in the marvelous progress of the United States. The Centennial Exposition of '76 gave to the English common school system an impetus of which few English people are aware.

There are two principal classes of public schools in England, the board or government elementary schools and the denominational public schools. No school is obliged to accept the government yearly grant of two and a half dollars given by the act of 1891, but all schools whose average weekly fee is not more than eighteen cents for each scholar may demand it. Schools which previously charged an average weekly fee of only twelve cents, are made free by the act of 1892. Those

charging more, by accepting the government grant of two dollars and fifty cents per pupil have simply curtailed their fees twelve cents weekly. The denominational public schools, all of which are under government inspection, have heretofore determined their own fees. Under the "New Code" of '92 by the acceptance of the government grant many become free and others have reduced their fees. The Parliamentary Education Department may, when it thinks best, charge weekly fees, in any district, up to twelve cents. The number of exceptions, limitations, etc., to the general rules under the school acts are legion.

The majority of the English public school buildings are markedly inferior to those of American towns and cities. Many are ill-ventilated and not very clean. Probably few are in the condition of the school in South Devonshire, which had not been scrubbed for sixteen years because the considerate school board would not spend five shillings of the rate-payers' money in the scouring process. The code of '92 proposes to remedy these evils by a schedule of rules for planning, furnishing, and cleaning public elementary schools.

The government elementary schools are not popular in England; even the well-to-do mechanic looks upon the children who attend as several steps lower on the social ladder than his offspring, so he sends his children to the denominational public school.

Elementary education in Britain is compulsory and compulsion is not a dead letter, but a living truant officer who goes from school to school bi-weekly. Consequently the children of the slums are all brought into the board school. Two or three years ago the Salvation Army and other philanthropic bodies instituted in some of the large towns "Free Breakfasts" for many of the slum children, who, it was found, were often obliged to go to school without having tasted food. A large proportion of the children attending the board schools are dirty and ragged, and, as the more fortunate classes do not usually attend these schools, there seems to be no such incentive to neatness and cleanliness as in our American schools.

Boys and girls usually study in separate buildings, but in cities in both the north and south of England they are "trying the experiment" of having boys and girls study together. The head masters said the plan did not work very well, as the girls, "because of their sewing lessons," got behind the boys in arithmetic.

In many schools at least four or five hours per week are devoted to sewing, during which time the boys study arithmetic or geography. More geography and history and less sewing and knitting is a change much needed in English schools. In board or government schools girls study geography as well as boys. But until two or three years ago in most of the Episcopalian elementary schools girls were not taught any geography; now they are taking it in these schools in homeopathic doses. In a town of some fifty thousand inhabitants, in the south of England, is a girls' school of over one hundred pupils; it is under Episcopal control and government inspection. The head mistress said the girls were "taught sewing *instead of* geography," adding, "You know girls *need* sewing more than geography." Every year girls of fourteen "finished their education" in this ill-lighted and worse ventilated school without ever looking inside a geography.

The head mistress of a middle class Episcopal school

in the same town said that pupils often came to her from other Episcopal schools who could not even define a lake or an island, though tolerably advanced in other English branches. "Is it not disgraceful!" she added. This excellent school with its finely equipped building has an attendance of about three hundred girls ranging from eight to fifteen years of age. The subjects taught are the English branches, drawing and a little physical geography. The fee for one year's tuition is seventy-five dollars.

Of course each denominational school imparts religious instruction according to its own tenets. The following is a paragraph which appeared in one of the leading dailies of Newcastle on Tyne not long ago:

"Next Monday Mr. Smith will be asked whether he is aware that in certain national schools a catechism is taught containing the following questions and answers:

'Q.—Is it very dangerous to leave the church?

A.—Yes; and it is also a very grievous sin.

Q.—Is it wrong to join in the worship of Dissenters?

A.—Yes; we should only attend places of worship in connection with the Church of England. And whether the government will consider the advisability of excluding from the benefits of the assisted education bill schools in which such catechisms are taught.' It is impossible to believe that the teaching of such bigotry is common in Episcopalian schools, but unfortunately the tendency of a *state* church is ever toward intolerant assumption of superiority which facts do not justify. This is especially noticeable in the rural districts throughout England. In the church, or Episcopal schools, the vicar insists upon all the teachers being members of the established church. If they belong to another denomination they must leave it before they are permitted to serve even as pupil teachers."

In many English schools drawing is taught to boys only. Music seems to receive but little attention; in many schools about an hour a week is devoted to the study of the tonic-sol-fa system.

The text-books commonly used both in geography and history are inferior to those used in our public schools. Some geographies contain no maps, the children using such are expected to buy a small atlas (costing one cent) of the country they are studying. The geography used by Standard 4 (the compulsory Standard in many schools in the North of England prior to '91) contains no mention of countries other than Britain, Ireland, Canada, Australia, and New Zealand. In more advanced geographies the amount of information given concerning the United States is meager and very small in proportion to the space accorded to Europe.

The account of the American Revolution given in school histories is ludicrous. An American teacher entered a London bookseller's and asked to be shown a copy of the English history most used in the common schools. The clerk handed her an English history; she turned to the Revolutionary war and found that the writer stated the cause of the war to be due to the fact that the English church did not send over bishops enough to teach the Puritans their duty!

In a little book of two hundred and seventy-one pages (large type) called "Pictures of English History," the entire account of the American revolution does not occupy four pages. These Pictures of English History are well painted, but are such detached fragments of what ought to be a connected whole that they form a most insufficient historical foundation. Yet this is the

history with which many young people 'finish their education' in the seventh or last Standard. Many who leave school after passing Standard Four never read even this.

In one school of my acquaintance having about two hundred pupils, almost none of whom enter any other school, the pupils use no grammar of any description, but learn grammar solely from the exercises placed upon the blackboard by the teacher. This school, under Episcopal control, is the only common school in the district; it has one admirable feature which is worthy of mention, each year the out-going class studies one of the best of Shakespeare's plays.

Strange to say, each local district may determine the standard which the scholars must reach before leaving school. A reliable head-master testified that in some factory districts children were required to pass the Second Standard only (about equivalent to our Second Reader) before leaving school permanently to go to work. Every year the Parliamentary Education Blue Book says, "We regret that the education of far too many children of ten years of age and upwards is discontinued directly the compulsory standard is passed." The code of 1892 declares that no child can after fifteen years of age receive further free instruction from the state. Comparatively few children remain in school till fifteen years old. The state does not provide free high schools in England.

Although the infant departments of English schools are not kindergartens yet some of the kindergarten methods are used. It is estimated that over four hundred and fifty thousand children under five years of age are in the infant schools of England. The beneficence of these free infant schools is great; they mean to thousands of little ones four or five hours a day in comfortable, light rooms, which must otherwise be spent in dark, dirty tenements or in the gutter; they save thousands from disease and accident and rescue them for a few hours daily from the brutality of oft-times inhuman parents.

The English system of training teachers is unique. Two or three bright pupils who have completed the work of the common school and wish to become teachers are "apprenticed" for four years (five until recently); during these four years they attend school daily and teach the children under the masters' or mistresses' supervision. In the evening they study at home and daily recite to the master, thus continuing their English studies. During the first year the pupil teacher is paid about sixty cents per week; the second year he receives about \$1.12; the third year about \$1.32; in the fourth year about \$1.92 per week. These prices may vary in some districts, but the variation is slight. After four years of the grind of pupil teaching the male or female aspirant for pedagogic honors must take a two-years' course in a training college for teachers. The English branches, with mathematics, drawing, music, and usually either French or German, are the principal subjects of study in this two years' course.

There is also a front door into the teachers' ranks. "Graduates of any university, in the United Kingdom and persons over eighteen years of age, who have passed university and other examinations recognized by the department, may be recognized as *assistant teachers*." This is to induce university men and women to take up the work of primary teaching

The average salary of head masters is about \$650 00 per year; of head-mistresses from one half to two-thirds that sum.

A curious system of giving government grants for the passing of children in "specific subjects" prevails. Besides the grant of \$2.50 per pupil given by the code of '91, a grant is given for each child who at the yearly examination is passed into the next standard. A grant of from 50 cents to \$1.00 is also given for the children who pass in specific subjects. The only compulsory studies, are *reading, writing, arithmetic, and drawing!* But it would be considered a very poor school in which only these subjects were taught. So to induce the teaching of specific subjects, such as grammar, geography, elementary science, and history, a grant is given to the school managers for every child who passes in any of the specific subjects. The act of '92 adds horticulture, Welsh, navigation, and book-keeping to this list of specific subjects. The instruction in elementary science is increased by the addition of lessons giving illustrations of applied science upon clothing, food, warming, lighting of dwellings, etc.

School vacations in England are short. Five weeks in summer; two weeks at Christmas, ten days at Easter, with Royal birthdays interspersed, make up the total of the year's holidays.

The stumbling block of religious instruction is not quite so large there as with us. The Bible is read in public schools; those children whose parents do not wish them to hear it, are allowed to remain outside until the opening exercises are finished.

The interesting subject of University Extension classes and courses of study in evening classes for adults must be reserved for another paper.

Benzonia College, Michigan.

Defective Children.

By C. O. HOYT.

School management in the present is far from that of the past; because of our richer knowledge of the ways of children. That of the future will be more changed still, in consequence of added power and greater wisdom. We have believed that all children should be treated alike, taught in the same way, and controlled as one mass or community, but individualism teaches us that there are different bodies, with their varied sense organs, different temperaments, minds, volitions, and emotions. Therefore, there must enter into the discussion of this problem something greater than superior force of will, there must be something other than the rod and bribery; there must be obedience to genetic law, conditioned by peculiar circumstances of development, due to both heredity and environment. This demands and makes necessary the recognition of individualism in all of our methods of teaching and management, and will lead to the consideration of quite a large class of pupils, presumably one fifth, who are deficient in some particular; either in an inability to acquire sensations because of imperfect organism or wanting in mental grasp by which the assimilation of these sensations may be effected.

Take almost any school and there may be found one or more children who are physically deformed, a few wear spectacles, doubtless many more should. Some

are partially deaf; it will be a wonder, if not more than one is affected with some serious nervous disease, and the little one must continue to suffer because no one knows what is the matter with him. Every teacher has a few dull pupils, occasionally a bad one, and sometimes an extra angelic one; certainly not all of his pupils are normal children.

The great question then is this: "Is there any relation between defects found in the sensory organs and those of mental life and moral nature? This, together with a consideration of some methods of detection and an inquiry into some causes followed by an application as to possible management as related to the organic whole, may well occupy our attention in the consideration of defective children in the schools.

My plan, as a student of the child, has been to arouse first an interest among teachers and mothers in the great subject of child-study, and then by their co-operation I have collected material, illustrating all phases of the school and home life; from this there has been selected something like five hundred cases of pupils who are defective, in some way. All cases mentioned are actual ones and have come under my own personal observation. Some we know how to manage with success; in others, not knowing all circumstances, success has not been assured.

As preliminary to the making and recording of observation, a study of temperamental characteristics, both physical and mental as determined by outward manifestations, has been found to be of value. It confirms experience, awakens interest in the observer, leads to the acquirement of facility and a sure degree of accuracy.

It may not be uninteresting to notice briefly descriptions of four normal children representing the four types with which we meet. You may recognize a prototype of the descriptions.

1. Harrie is a bright little fellow, nine years of age. He is slight in build, tall for his age, and looks extremely delicate. His motions are quick and if a teacher can look quicker than he can move she will do well. His forehead is high and broad and the face tapers to a narrow chin; the nose is narrow and he has a long, slim neck. Hair light brown, eyes are gray and full of expression, bright and vivid. The skin is transparent and thin. You would regard the child as sickly and delicate. He is quite a favorite with his teacher because he is studious and easy to learn.

2. Nellie is a favorite. Her auburn hair, blue eyes, and florid complexion make a pleasing picture. Her face lights up with a smile when spoken to or in the repose of thought she would be a study for an artist. Muscles are rounded and well filled. This with her fair skin and animated countenance go to make up an organism that would delight any one. Being a perfect sanguine type, her love of gayety makes her life a happy one, inasmuch as she is an only child and her father has provided her with a home of comfort and ease.

3. Don is a terror to the teacher and especially to the nervous one. Aged 12 he is engaged in selling papers when not otherwise occupied in school or in making life miserable for people of more highly organized sensibilities. He is thick set, heavy build, stocky and stout, face square and neck thick. Hair is black and coarse and occasionally is combed. Eyes are black and when angry they flash fire. He is dark skinned and never shows an emotion upon the face. His home is quite in contrast with Nellie's, for it is one of poverty. He is poorly dressed and is accustomed to privation and want. Don possesses excellent qualities, such that will, I believe, if properly developed, produce a strong type of manhood.

4. Nick is a character with which you have all met. He too is thick set and has a square face and short neck. There is little

color in the face and less expression. Hair is brown. Eyes so peculiar that one cannot fail of noticing them. Of browish gray, the white seems in too great proportion. They are lusterless with little or no expression. He is slow, so slow! Excitable? As well try to excite a mountain. When he comes to the recitation how he labors, when he recites the words more slow. Nick is not a bad boy, but his father and teacher manifest no little anxiety concerning him.

These four children are distinct types, and, so far as known, are not in any way defective. Each is developing well in his own way. Having them in mind, some idea of the normal child, viewed temperamentally, let us turn our attention to some abnormal or defective ones, which class, as has been intimated, is comparatively large.

The most noticeable class and the one that most readily attracts attention is the physically deformed child. We perchance are drawn to him in our sympathies and here the thought ends. We have not thought that perchance this same deformity might have something to do in retarding mental growth and vigor, and that a study into causes might assist him. A child whose fingers of the right hand had grown together was materially hindered in the execution of manual work. When this was discovered, the help rendered was of such a character as to considerably aid in mental development. Discovery leads to a rational mode of treatment. To do this one must go back to the home environment and there find causes of many peculiarities, as shown in the following case:

M. F. Age 12. Second Grade.—Poor parentage, and nervous temperament. From birth the right leg has been shorter than the left. She has no use of it. Being favored at home on account of this misfortune, a peculiar character has been developed. While quiet and unobtrusive and easily embarrassed, her work requiring manual exercise is poor. The hands are weak, motor activities slow. Care should be exercised in sense training, followed by stimulation of these activities, that a quiet response may be secured.

Quite in contrast to the case just mentioned is the following:

Boy, age 8, an exceedingly interesting and bright child, who, until a few weeks since, had been perfectly normal. He then developed a peculiar impediment in speech. Upon examination of the mouth, the teacher discovered a cone-shaped, bony process forming in the roof of the mouth. It resembles a tooth except in shape. The parents being apprised of the fact, for, as in all such cases, the teacher is the first to detect anything wrong, steps have been taken toward a remedy.

The latter instance is mentioned not with the expectation that every reader will meet with its parallel, but rather to enforce the idea of the necessity of extreme watchfulness that this class of defectives may be found at the inception.

Defective eyes and ears constitute a large class and one with which you are more or less familiar. These defects are so serious in their results, the successful treatment so practical, and the necessity of careful observing so necessary, that your attention is invited to a few instances that have come under the personal observation of the writer.

Ordinary test cards may be employed to discover any defect of vision, while with hearing after having suspected the defect, on account of the peculiar appearance and actions of the child, for most partially deaf children are either dull or bad, a stop-watch confirms

the suspicion. In instances of defective eyesight, the most rational remedy is to have the pupil taken to a competent oculist for treatment—let the word competent be emphasized and insist that an oculist and not traveling fakirs, denominating themselves opticians, be allowed to experiment with the eyes of our children.

Hundreds of instances like the following serve to show the wisdom of this plan :

A boy of eleven, had when first noticed a peculiar practice of turning the head awkwardly to one side when reading or writing. Apparently he could see quite well. However, after an examination the eyes were found to be seriously affected and the cause of this abnormal action, as was known from the fact, that after being properly fitted with spectacles, it was corrected, and his reading and general work, which heretofore had been poor, was marked in its improvement.

In contrast with this instance of successful treatment, we have that of a young man in the high school, who went first to an *optician*. There he was sold a pair of dollar and a half bows for six dollars, was given a pair of lenses and a free examination. Thus he was fitted to spectacles. He wore them and grew worse. The sequel was, as in all such cases, he went to an *oculist* just in time to save his eyes ; otherwise through ignorance they might have been ruined.

It is one thing for a teacher to detect partial deafness and it is quite another to convince parents of the fact, and to have the proper remedy applied. "There are none so deaf as those who will not hear."

One day, in a second grade room my attention was attracted to a boy of eight, on account of the peculiar look of interest and anxiety continually depicted. Earnestly he watched every movement of the teacher. With open mouth he seemed at a loss to grasp her meaning, until his quick eye saw the movements of the other children in response to her directions. He moved so quickly that one would scarce detect any tardiness in his actions. The teacher on being interrogated said that the boy was not deaf "only slow and sometimes inattentive." The watch test confirmed my suspicions, for while it should have been heard at ten feet, was not heard at two. Adenoid growths were discovered. For a long time the parents could not be convinced even that he could not hear; they, too, said: "He is so careless and inattentive." At length they were satisfied and the removal of these foreign growths, *compelled* them to admit, that the carelessness and inattention were due to a failure to hear.

First detect deficiencies, next remove causes, if possible, and in all cases it is well to place the child near you. Be sure that he hears and then, behold, what a wonderful change in the entire aspect of the little one.

An important phase of this study, and one that deserves more than a passing glance on account of its intrinsic importance, is that a large class of children are affected with some form of neurosis with its possible relation to fatigue. Often we denominate it restlessness, carelessness, awkwardness and the like, and not until the child is received, by the vigorous grind of the school mill, is it found that there *was* a remedy, that might have averted the disastrous end. Several instances similar to the following have been reported :

When Charley, age 8, so reports his teacher, first came to me, his mother excused his backwardness, by saying that he had been sick and obliged to be out of school a great deal. She further said that he had been affected by indigestion. The boy looked well, was in good flesh, and had a fresh, healthy color, except occasionally whiteness around the mouth. He seemed very heedless, was awkward, rough in play and at times positively cruel. That which most attracted my attention was the habit of shuffling the feet in walking. I spoke to him about it, sometimes in the presence of the school and sometimes alone. At such

times he seemed much embarrassed, and his actions showed that this would have been avoided had it been possible. Chorea was suspected but knowing little of the disease, information was sought and the suspicions were confirmed. From this time I did not appear to notice anything peculiar, he was granted many privileges, often when very nervous was sent into the open air, and permitted to remain at his seat when he so desired. Nothing was done to excite him, or, to in any way aggravate the disease. Improvement has been exceedingly rapid and the former poor work has been followed by that which is better. Certain, I am that had he been taken out of the school for a time and allowed perfect freedom, it would have been decidedly better for him. As it was the intelligent management of the teacher proved very efficient.

Of the numerous, similar cases noticed, in not a few, other complications have entered in.

A boy, age 14, in the fifth grade, became nervous to such a degree that under certain management, he gave not a little trouble in the school. It was found that adenoid growths had caused deafness. These being removed, and this sense being restored not only the school work was improved, the daily conduct made better, but the nervousness was lessened. His teacher says, "I find the best way to manage him is to let him alone as much as possible, and to show interest in all that interests him. He is now easy to manage. He surprises me with his language work."

Sometimes chorea is attended with a serious speech impediment, and scarcely two children are affected in the same way. The attention is naturally attracted to the more pronounced defect, while the lesser one and perhaps the more important, because it may be the causal one, remains unnoticed.

The best authorities recommend, as the most effective mode of treatment, removal from school and all irritating influences. It is not always possible to do this, and when it is not, the school can, as has been shown, do something in part to alleviate the trouble, by applying a rational method of management, calculated to avert the nervous strain, that is so often a remote cause, at least, of this dreaded disease.

(To be continued.)

Autumn.

A message came to the flowers one day,
Brought in by the wind from far, far away!
And this is what to each flower he said,
Autumn is coming to put you to bed.

On he went to the leaves on the trees;
Put your best dresses on, if you please.
Autumn sends word, "Be ready to go
As soon as the North Wind begins to blow."
Then to the birds in their nests he went,
"Autumn to you a message has sent;
Be ready to start when I pass by,
For down to the South is a long way to fly."

Autumn came soon the flowers to greet,
Singing a lullaby soft and sweet.
The flowers covered their weary heads
And fell fast asleep in their cosy beds.

Then to the gaily dressed leaves she said,
"You look very nice in your robes of red;
Now out in the wide world you must go."
And then Mr. North Wind began to blow.

The leaves all sprang from the trees away;
A splendid frolic they had that day.
They sank to rest in the tired heap,
Ready at last for their long winter sleep.

Autumn's work was now nearly done;
Leaves and flowers slept and the birds had gone;
For blankets of soft, white snow she sent,
And tucked them in nicely before she went.

—Maud L. Betts.

The Teaching of Arithmetic.

(Adapted from R. SEYFERT'S "Schulpraxis.")

Through instruction in arithmetic the child is to be enabled to solve the arithmetical problems which he may meet with in life.

We make three divisions: (1) the introduction, (2) skill in computation, (3) applied arithmetic.

1. Opinions differ greatly with regard to the *introduction* into arithmetic. All computation is based on the process of counting. The counted units need not be represented by objects beyond a certain limit, say, 5 or 6; for the idea of the number is substituted the idea of the *figure*. *Number pictures* are a round-about way; counting can be illustrated only by rows and best in constant connection with figures. The four fundamental rules are thus assumed to be different kinds of counting. For these reasons I cannot commend the Grube method which treats each number for itself and has besides many other defects. The figure is also for the later computation (also for "intellectual arithmetic" so-called) always the representation of the idea of quantity.

II. *Skill in computation* has reference to computing with mere numbers. In the elementary school it embraces the four fundamental operations in whole and fractional numbers and application of the "rule of three" (if possible also square and cube root). A definite problem is assigned to every year's course. First school year; operations with numbers from 1 to 10. Second school year; 1 to 20, four fundamental rules; adding and subtracting, 1 to 100. Third school year; 1 to 100, four rules completed. Fourth school year; 1 to 1,000. Fifth school year, unlimited (applications of the four fundamental rules.) Sixth year; common and decimal fractions. Seventh and eighth years; percentage and other problems of practical life; rule of three, etc. On the whole any good text-book in arithmetic may be followed.

Skill in computation is absolutely essential. Each new case in arithmetic is deduced from a concrete example, the new operation logically developed, a fixed formula given, and the formula together with a simple rule fixed in the pupil's memory. After this is done there must be *nothing but drill*. Neglect of drill means neglect of the purpose of arithmetic teaching. The drill is continued with the new case until this is thoroughly mastered. When this is accomplished the new is compared with the old, with the similar as well as the opposite, and again drill is provided to make all this perfectly clear. Models of examples (types) are arranged in a series and this series is constantly repeated as *daily number practice*. Every number lesson ought to begin with these daily exercises, particularly with those in the multiplication tables. They must constantly increase in point of difficulty; for it is a waste of valuable time to repeat again and again problems which the children have mastered long ago. One must here rather expect something of the children and lay particular stress upon the more difficult problems. It is a great art to make the best use of time in number practice. The daily exercises are intended mainly for oral arithmetic, but include also practice in written forms. Advantages and short cuts in computation must not be introduced until after the type forms have been thoroughly fixed. Hereby it is best to let the children discover these advantages themselves and not to force them upon them;

in general, allow the children also to deviate from the given form if they prefer some other correct way which they may probably have found themselves.

3 *Applied arithmetic* is solving of so-called concrete examples. This must be carried on at every stage. The text-book gives many of these examples; but it would be much more interesting, more useful, and more educative if the teacher should select the problems from the *culture studies* and either prepare them himself or let the children formulate them; the examples given in the text-book may always be studied as models for the formulation of these problems.

The first thing to be considered at every concrete problem is that the children have a *clear idea* of the objects or relations of objects involved and on the basis of this idea *peel out the arithmetical case*. In this double activity is to be found the educative momentum of arithmetic teaching and not so much in the computation itself. Too little stress is laid upon intellectual presentation of the given objects according to measure, quantity, weight, etc.; how few of the children form a correct idea of the fundamental measures! And yet just this is of great importance. The principal aim for the concretion of the example must be connectedness and independence in expression; this requires efficient guidance and perseverance.

The procedure has been indicated above; only one thing may be added; the teacher can greatly facilitate his work in giving out the daily examples by employing such aids as paper slips (one problem on each slip), charts, etc.

Arithmetic is the favorite branch for home problems. I should not recommend examples which are to be solved purely mechanically. It will be found most advantageous to ask the children to solve "intellectually" a concrete example which they may think out on their way home: on the following day those who solved it correctly should be asked to explain how they managed it. Emulation is a great aid, but care must be used not to excite it immoderately.

Either next week or the week following THE SCHOOL JOURNAL will publish an article describing how arithmetic is taught in the Kansas City schools. No other city has had so much success in this particular branch. A striking address, full of sound advice, on the knowledge and art of teaching was delivered by Supt. J. M. Greenwood. This will also appear in full in THE JOURNAL.

Contents of Educational Foundations for October.

PEDAGOGY.

PSYCHOLOGY AND CHILD STUDY.

Psychology.—By Dr. Th. Elsenhans.

§ 1. Empirical and Rational Psychology. § 2. Various Views Concerning the Relation of Soul and Body. § 3. Peculiarity of Physiological and Psychical Phenomena. § 4. The Nervous System.

Methods of Studying Children.—Earl Barnes.

SCHOOL HYGIENE.

The Brain: Its Structure and Functions.—Sonnenschein's *Cyclopedia of Education*.

PRINCIPLES AND METHOD OF EDUCATION.

Purpose of the Public School.—R. Seyfert.

Conditions of Thought Development.—Schumann.

EDUCATIONAL CIVICS.

Relation of Home and School.

HISTORY OF EDUCATION.

Col. Parker's Work at Quincy, Mass.

Questions on Schools of the Jesuits, Ascham, Montaigne, Ratic, Milton. (Answers in Quick's "Educational Reformers.")

TEACHERS' EXAMINATIONS.

First Grade Questions. August Examinations.

Second and Third Grades Questions. August Examinations.

Answers to Second and Third Grade Questions.

10 Questions in Drawing and Answers.

The School Journal.

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The report of the Committee on College Preparation discloses some ludicrous things. Hamilton college demands in French that Edgren's grammar shall be studied; for the College of New Jersey it must be Whitney's. To get in Brown university, Whitney's German grammar must be studied; Kansas university will have none but Otis. To get in Western Reserve you must have studied Goodwin's Greek grammar, but Leland Stanford demands Collar and Daniell's. And so they go on! It is a rich mine this committee has unearthed. Now it is plain why the colleges found fault with the high schools. The high schools were obliged to *continue* the eight years of the primary schools; but the colleges have not been ready to continue the four years of the high school study. But they are beginning to perceive that they must offer courses of study that the high school graduate can enter on at once.

Shall the colleges say what the high schools shall study? Or shall the high schools say what the colleges shall teach? Until quite recently the colleges have paid scant attention to the high schools; they courted the academies. But as the high schools have grown in power they have seen they must be fitted to receive their graduates. Many colleges offer numerous courses, such as Chicago university. The hard lines are disappearing; the college course is changing to meet the needs of the high schools. The N. E. A. has done a most important work in marking out a primary school course and a high school course, even though these may not be wholly approved of. If the right high school course is ever found, then the right college course will be also known.

If any teacher deserves to be called pedantic, it is the one who regards his pupils as so many empty vessels which are sent to him to be filled every-day with part of the knowledge which he has in store for them—and his name is legion. Ever since the days of Friar Bacon the leaders of educational thought have complained that there is in the schools too much chain-gang work, too much talking by the teacher and too little by the children, too much of guidance, of help and support—and too little self-activity on the part of the pupils. Still the pedants—Heaven grant them a comfortable grave!—go right on pumping knowledge into their pupils and if they ever think of letting them go a little way without go-cart and leading-strings, they put up so many fingerposts that the youthful minds are kept right in the ruts. The thoughtful ones among the teachers do differently: they believe in waking up mind and getting it to chisel out new ideas independently of any work-director; they encourage their pupils to strike out for themselves, to explore new fields, to look for new truths and new ways of doing things, and, unassisted, to solve problems within the scope of their powers: This is the right course; for the school stands for development of character, of self-reliance, and that can be acquired only through self-activity. Well says Diesterweg—and these golden words cannot be too often held up to teachers:—“*Lead your pupils to self-reliance through SELF-ACTIVITY in the service of all that is true, beautiful, and good.*”

The article on “Arithmetic Teaching,” in the present number contains, two suggestions to which superintendents and principals might direct special attention at one of their teachers' meetings. Both refer to the kind of arithmetical problems to be given to the pupils.

1. The text-book gives, indeed, a variety of examples, but they ought to be regarded merely as models for teacher and pupils to imitate in formulating original problems. Whenever a new operation has been mastered, the teacher might propose, for instance, that each pupil should compose one example, choosing the material either from any of the lessons previously given in natural science, geography, history, civil government, etc.; or from his observation of domestic or other affairs of practical life. This helpful composition exercise would stimulate the children's ingenuity and bring vitalizing and enjoyable variety into the study.

2. In giving examples to be solved at home the teacher should avoid written work as much as possible and never require mere mechanical execution. The best plan is to put examples which involve some observation problem to be solved on the way home; something after the style of Page's well-known “What is this ear of corn for?” (Let this latter model be read up in Page's “*Theory and Art of Teaching*,” under “Waking up Mind,” pp. 97 to 108, in Kellogg's or Flanagan's edition, or pp. 117 to 129 in the American Book Company's edition.)

One other point deserves special mention, though already touched upon above. The arithmetic exercises deal altogether too much with only dollars and cents. Why not make use of that which children have learned in history, geography, nature study, and other branches? This would help to bring connection into the various studies. Do not let the mind become a pigeon-hole cabinet. Unconnected and unemployed knowledge, does not last long. Arithmetic is admirably suited to incite the mind to take stock of its acquisitions and to form new associations of ideas—if taught by the right sort of teacher.

“Why are there so few inventors, and so many learned men, whose heads contain nothing but immovable furniture, in which the ideas peculiar to each science lie separately as in monks' cells, so that when their possessor writes about one science, he remembers nothing that he knows about the rest? Why? Solely because children are taught more ideas than command over those ideas, and because in school they are expected to have their thoughts as immovably fixed as their ideas.”

—Jean Paul.

When all the overwork of life
Is finished once, and, fast asleep,
We swerve no more beneath the knife,
But taste that silence cool and deep,
Forgetful of the highways rough,
Forgetful of the thorny scourge,
Forgetful of the tossing surge,
Then shall we find it is enough?

How can we say “enough” on earth—
“Enough” with such a craving heart?
I have not found it since my birth,
But still have bartered part for part.
I have not held and hugged the whole,
But paid the old to gain the new;
Much have I paid, yet much is due,
Till I am beggared sense and soul.

—Christina Rossetti.

Should a Girl go to a Boarding School?

The school of a town or city may have all the excellencies possible and yet it may be best for a girl to go away from home and finish her course of study. A subscriber, a principal of a high school of deserved good repute, writes a letter in which he objects to a pupil leaving that school and that course of study and going to another school and taking up another course of study. He declares the present high school course is as good as can be, and then the pupil is at home and cared for by friends.

It is possible that a pupil thus transferred may not enter on a better course of study, but courses of study are not all; in fact, they are the smaller part. The contact with new minds in both schoolmates and teachers becomes a powerful stimulant. Here is a letter written by an eminent woman who had been asked if it were better to send a daughter away to school: "Were I in your place I should be guided by what I knew of the girl's natural bent and habit of thought. If she wants to go to a city school 'to have a good time,' then keep her at home. If she has a longing for knowledge for the sake of knowing and is trustworthy I would send her to a good boarding school where she would be under the care of a principal worthy of the charge.

"A small town will in time asphyxiate people who live on something beside bread and meat; it is with our daughters as with us. You know we have to open the windows to let in fresh air; so we go to new places, so we take a daughter out of a good school at home and send her to a good school elsewhere.

"I would choose a school where the standard is high and where there would be a constant stimulus to the best efforts; where the atmosphere of the school is pure and healthful. A school of known reputation and high rank brings together a better class of pupils whose companionship is safer, whose aims are higher, whose purpose in life is more ennobling; she will be better grounded in character and attainments than if you keep her always near you and anticipate her every want. By all means be particular to send her to none other than a strong, progressive institution.

"But in spite of all that can be said in praise of any educational institution, I firmly believe that 'mothering' is the thing needed by our girls; possibly your 'mothering' is not of the right kind. Certainly the specific work undertaken by our best girls' schools entitles them to our confidence."

The fact is, that certain persons bring together specific influences that a home cannot. Many homes cannot do for a grown-up girl what she absolutely needs; the high school can teach her mathematics, but there is a vast range that is left untouched. There are institutions that are both homes and schools where there is a direction given to thought and purpose that cannot possibly be attained in the average home. In short, the girl needs, as the young man, to come under specific influences that are calculated at that period to build up his life, to consider questions he asks to have answered.

Secretaries of State Teachers' and other important Associations are requested to send announcements of meetings to Editors of THE SCHOOL JOURNAL, 61 East Ninth Street, New York City.

Courses of Study for Elementary Schools.

Perhaps the most prominent matter, educationally, in California, at the beginning of the school year, is the movement toward a general study of the problem of the elementary school curriculum. The movement is, of course, important in itself; it gains its present pre-eminence over other lines of pedagogical endeavor in the state because of the great number of those actively interested in it and because it gives promise of leading to some immediate and definite results. The movement, though an outgrowth of the work of the Committee of Ten and the Committee of Fifteen, and in this sense, but a part of what might be called a national movement, has taken a unique form here.

The California Council of Education is a standing committee of the State Teachers' Association. At the annual meeting of the association held in Santa Cruz, in December, '94, the council obtained permission to inaugurate a plan it had formed for an investigation into the problem of the course of study in the elementary schools, and was promised the financial backing of the association. The council handed the work over to a committee of its own members; they were Mr. John W. Linscott, Dr. E. E. Brown, Supt. Jas. A. Fosbay, Miss Lucy M. Washburn, and Mr. P. M. Fisher. Professor Elmer E. Brown, of the chair of pedagogy in the State university, is a member of this committee and is generally looked upon as the real leader of the whole movement. The plan of the committee contemplated a study of the problem submitted to it that was to extend, continuously, over several years and was to enlist the sympathy and help, and profit by the experience, of every teacher in the state. Each year the committee was to report progress to the council and the council was to report to the association.

The committee began work immediately. Late in the spring of '95 it issued a circular propounding seven questions. These questions bore upon the subject under discussion in only a general way, and related to the ends that education ought to seek and the rough outlines of a course of study. They were as follows:

Of the four great branches of study enumerated by the Committee of Ten, viz: Language (including Reading, Writing, Language lessons, and Grammar), Mathematics (including Number Work, Arithmetic, etc.), History (including Literature and History proper), and Natural Science, should all be studied in each of the elementary grades?

2. If any are to be omitted in any of the grades, which, and in what grades?

3. If all should be pursued, what proportion of time should be given in each grade to each of the four branches?

4. Can any one study be designated in each of the grades, which should be regarded as the chief study of that grade?

5. Should any one of the four great branches receive a notable increase of attention over that which it now receives in the practice of the schools?

6. How far and in what way should the natural tastes and aptitudes of the children be taken into account in determining the work of any given grade?

7. How far and in what way should the work be determined by the prospective life-work of the children?

Copies of this circular were sent also to a number of the leading educators, and expressions of their views solicited.

I. SUMMARY OF RESPONSES TO THE COMMITTEE'S CIRCULAR.

From outside of California replies were received from Supt. J. M. Greenwood, of Kansas City, Mo.; Prof. B. A. Hinsdale, of the University of Michigan; Prof. Charles A. McMurry, of the Illinois State Normal university; Col. Francis W. Parker, principal of the Cook County normal school, Chicago; Dr. E. A. Sheldon, principal of the State normal school, Oswego, N. Y.; and Dr. Emerson E. White, of Columbus, O. The text of these six letters is here presented:

Supt. Greenwood's Letter.

Mr. Greenwood writes as follows:

"I will reply to your questions seriatim:

"1. In the elementary grades all the four great branches should be studied, but not with equal stress. Small pupils can do little with the third group. The emphasis should fall on the first and second, and the fourth should be worked out chiefly through geography. History and geography are so closely related that they may be treated together, in part. What literature is introduced should go with reading.

"2. In the first, second, third, fourth, little can be done in either literature or history. The literature must be learned chiefly from the reading books in all common school grades, and history from easy biographical narration till the seventh year. In the grades below the sixth or seventh, I think it should be introduced incidentally rather than purposeful. Young children, as a rule, can read simple biography, but not history, to an advantage. A great danger to be avoided is that of introducing too many studies. Mental anarchy ensues in that case, and the learner's powers are weakened.

"3. The greatest amount of time should be given to the first group; the least to the third, and about equal time to arithmetic and geography.

"4. Yes; I think so.

"5. Only in exceptional or degenerate cases, should there be a difference. Besides, I would include in the course music and drawing.

"6. In reply to this question, I do not see how any one can tell at this stage of the learner's progress what will be best in a special line of work. I am clearly of the opinion that specialization should not take place, unless the learner is a genius or has a tendency toward insanity, below the third year in the high school."

Dr. Hinsdale's Letter.

Professor Hinsdale writes as follows:

"I make such answers to the questions contained in the circular that you have sent me as the demands upon my time and energies permit. If I were to elaborate my ideas fully, I should not conclude until I had finished an extended dissertation.

"1. I answer this question in the affirmative. It must be distinctly understood, however, that the work, in all the branches of study named, must be carefully adjusted to the capability of the pupil. This is a particularly important observation in respect to some of the studies or divisions of studies. Of course, formal history and formal natural science cannot be taught in the first grades, but the same kind of stuff that is afterwards used in the elaboration of formal history and formal science.

"2. This question has been answered by implication above.

"3. This question I am unable to answer in set terms. I have not worked out a careful distribution of the time of the school day, and cannot now undertake that problem. In general, the things that are taught in schools may be divided into two classes: The elementary school arts, such as reading, penmanship, drawing, composition, the elements of arithmetic, and singing, and the studies proper, such as history, literature, science, and mathematics, properly so called. What I call 'the elementary school arts' are instruments or tools, and my judgment, based on considerable observation and reflection, is strong to the effect that in

the early grades they should be emphasized, though not by any means to the exclusion of reality or subjects proper.

"4. To some extent an answer to this question is involved in my answer to question 3. I believe in 'concentration' when I am allowed to define it, but have never been persuaded that the highly technical ideas propounded by some pedagogists in relation to that subject are true or useful. I am hardly prepared to answer the question in the affirmative as it stands. But a particular study should receive more attention in some grades, and in some grades less. Thus, in my view, the language-arts, speaking, reading, and composition (called, perhaps, 'language') should be very prominent in the beginning of the elementary school course.

"5. History and natural science would bear more emphasis in the elementary schools than they at present receive. I use the term 'history' in the sense of the question, including literature and history proper.

"6. The work of any and every grade should have primary reference to the natural tastes and aptitudes of children, using that language in a rational sense. It is not my observation, however, that children who fall into the earlier school grades really differ very widely in what may be called natural tastes and aptitudes. As a rule they are interested in about the same things. There is not in my view, therefore, any great difficulty in making up courses of study that shall meet these tastes and aptitudes. My observation is that any child who may properly be called normal can be interested, as a rule, in any work that we have any business to put in the lower elementary grades. In the decided sense of the terms, 'natural tastes and aptitudes' of children declare themselves later than the years with which we are here dealing. Of course some difference is observable at an early age in particular cases.

"7. The prospective life work of children, using that language in a broad sense, ought to determine the work that is done in the elementary schools altogether. School education should be a fitting for life work. At the same time, children generally need the same preparation in their early school experience. Specialization of studies, based upon narrower ideas of prospective life work, should be deferred until the elements or fundamentals of education have been taught. All children in the United States, no matter where they live, need to study language, they need to study mathematics, they need to study history, they need to study natural science, and their prospective differences of life work are not such as to require or to justify specialization of instruction until a considerably advanced stage has been reached in the schools. I am in favor of introducing Latin as an elective into the grades as early as the seventh year, and possibly some other work that is now done in high schools, provided it can be done without friction. Beyond that I see no necessity for specialization in studies below the high school, as growing out of question 7."

Dr. Chas. McMurry's Letter.

Professor McMurry's communication is as follows:

"The following answers are submitted to the seven questions in the circular:

"1. Yes.

"2. In the lower grades the studies are not so distinctly isolated from each other. The studies differentiate themselves more and more from each other as we advance in the grades. In the first and second grades it is more difficult to lay out a definite course of lessons in natural science and literature as clearly distinguished from the other studies, than in higher grades. It may be well to omit number work in the first half of the first grade, although some number exercises may spring up incidental to the other studies.

"3. The following division of time among the studies is suggested:

Reading. One recitation daily.

Arithmetic. One recitation daily.

Natural Science. One recitation on alternate days.

Literature or History. One recitation on alternate days.

Language lessons and Grammar on alternate days.

Geography on alternate days (3d, 4th, 5th, 6th, and 7th grades).
Writing on alternate days.

Drawing on alternate days.

"This program may be modified somewhat in the primary grades and in the grammar grades, but it serves for a general average.

"4. No. The principal studies seem to hold about the same relative importance throughout all the grades.

"5. Yes. History and literature should find a much more abundant use in our common schools, especially the best of American writers and historical narratives. This should be true both in the reading lessons and in history and literature lessons in all the grades.

"Natural science also should be taught more systematically according to definite outlines in every grade. As yet, however, no well-defined course in natural science studies has been worked out for the use of teachers. In order to give these studies their proper time and place in the school program, two things will be necessary; first, to curtail the time now given to some of the other studies; second, to reduce several of the studies to half the time with recitations on alternate days.

"6. So far as children generally shows natural tastes and aptitudes at a given age, the materials of instruction should be adapted to these conditions. We should give the children in any grade instruction in which they can take a strong and lively interest. The theory of the culture epochs suggests a criterion with which to determine the suitableness of materials for any given age.

"7. The course of study in the common schools through the eight grades should not be influenced by the particular occupation or life work which awaits them. In the common schools children should be taught things of universal value to all, no matter what their life business may prove to be."

Colonel Parker's Letter.

The following answers have been received from Prin. F. W. Parker:

"1. All the branches here enumerated should be used as a means of developing the character of children, from the first to the eighth grade inclusive.

"2. See answer to first question.

"3. The only possible guide to regulate the proportion of time would be found in the effect of the subjects upon the lives of the children. This question, then, can only be answered by long and careful application of all the subjects.

"4. We do not, at present, know enough of the effect of the different subjects to assign any one study the most prominent place. All we really study is life, and the laws of life. We study man and nature, and we must have far more experience than at present to know the effect of these two main branches of one subject, and to decide which has the strongest influence in the development of character.

"5. The central or main subjects may be designated, as: geography, geology, meteorology, mineralogy, physics and chemistry, botany, zoölogy, anthropology, ethnology, and history. Reading, observation, and hearing languages, are *processes of thinking* and therefore, in this sense, not subjects of thought, but ways of thinking. Mathematics, for instance, form, geometry, and number, are modes of judgment. These modes of judgment must be properly exercised by attention to the central subjects. The modes of expression are not subjects in themselves; they are, on the intellectual side, means of enhancing thought power, and on the moral side, of developing the motive in the child. The great resources, then, for study, are found in the central subjects and all other subjects are means to an end. Literature cannot be regarded as a subject in itself; it is a means of thinking.

"6. Psychology, which gives us a knowledge of a being, including nature, tastes and aptitudes, must in itself determine the subjects to be presented, and the direction of these subjects; for instance, a child is a social animal, and the direction of all mental and moral action must be towards the organization of society. We have, then, three things, the end and aim of education, or organization of society, the being that moves toward that end—

the child—and the central subjects which influence that movement.

"7. The highest life work of all human beings is the organization of community life, and this should be the end and aim of all education. Whatever comes in as a factor in the movement of community life to a higher level, should be put into the school.

"In conclusion, all education must be thoroughly reformed if not revolutionized, in the direction of the organization of society. Here we find a direct purpose for all mental, moral, and physical action of the children, and under this ideal we are to study education. A school is society shaping itself."

Dr. Sheldon.

The following letter has been received from Dr. Sheldon:

"I have your letter of the 15th inst. In answer I would say that we have been studying this subject of a course of study for the elementary grades in our own faculty for the last three years. We have come to some conclusions in regard to some things and hope before long to express our conclusions in published form. The only doubt about it is whether when we get to the end we may not change our minds, and want to revise the whole thing, a condition that is very likely to exist. I am very sure that any statement we may publish will be subject to frequent revision. I will state as briefly as possible my own idea as to the proper grouping of subjects in any well-arranged course of study.

"I believe the object of all study should be to know God and to obey him. How can we know God? By studying him through his works. What are his works? We have but two groups of created objects, so far as I can understand, one a material group, and the other immaterial. The material group includes the animal, vegetable, and mineral kingdoms. The immaterial group—I hesitate what to say, but am sure that this includes human souls. Beyond this I am in some doubt, but for the purpose in hand this grouping will aid us. In studying material objects we must consider the form, size, and relation of the objects studied. These constitute the elements of geometry. We also get ideas of color, weight, motion, and the general qualities of the objects studied. In these we have the elements of physics and chemistry, and the arts. We gain also the idea of number which is the foundation of arithmetic and algebra. We consider the location an important part element in geography. In sound we have the elements of music.

"In psychology, the spiritual side of creation, we study the motives, the feelings, the emotions, the actions, the movements of the human soul. In studying history and literature we are studying in this line. This gives us, as you see, two groups of study; one, the material objects of God's creation, the other the immaterial objects. These may be properly termed thought subjects. Having ideas which we gain from these objects we wish to express them. For this purpose we employ what we term language. Now language may be arranged in four groups.

"1st. That which expresses through the body, or pantomime, which includes gesture and elocution.

"2nd. Signs and symbols, as used in mathematics.

"3rd. We express through art, as in drawing, painting, modeling, sculpture, music.

"4th. By oral and written expression, as in reading, writing, spelling, rhetoric, etc.

"This you will see arranges all our studies in three great groups: first, the study of material objects; second, immaterial objects; and third, the language which we use in the expression of ideas gained in the study of these objects. If I am right in the arrangements I have indicated, then, of course, all these subjects must be carried on together from the very beginning in our schools. Nothing can be left out in any part of the course. The thought studies, of course, come first and the expression follows naturally. At the beginning of the course I see no necessity for making the third, or language group, a special object of study. The children get ideas from their studies in science and literature, and simply give expression to those ideas. Their education in language comes from their effort to express themselves. I would therefore at the beginning of the course give little or no attention

to language studies, as such. I would simply allow the children to express themselves in the most natural way. They express themselves in bodily action, in drawing, in painting, and in oral speech; and I would allow them to freely use these forms of expression, feeling confident that in their use they would get facility after awhile. It may be best, I think it is, after a little, to take some of the expressive subjects as branches of study for the purpose of giving greater facility of expression. I think this is particularly true in number. There is hardly sufficient opportunity for exercise in number in our main lines of thought work to give that readiness and accuracy of expression that is necessary. When they get out into life, there must be an almost automatic readiness to respond in mathematical calculations and expressions. Such readiness, I believe, would not be acquired without some special drill. I think, however, the inclination is to begin this study too early in the course. I would allow the expression to grow with the children as they find occasion to use this form of language, as, for instance, in drawing, in pantomime, and oral speech. Exactly the time when it is best to begin this special study of mathematical expression I am undecided, except to say, that I think it ought not to come into the first year of the primary school. The reading, I believe, is begun too early, also. The first step is to gain ability to use the senses quickly and accurately, and to give ready expression to the ideas gained in the use of the senses. This is more important to the child than it is to learn to read. It is, in fact, better that he should get his ideas from the study of the real objects, than to get them from the printed page. There is more education in it. For this reason I would put off the reading work to a later date. If you ask when I would have them begin to read, I cannot tell you. This must depend something upon the advantages of the children, upon their previous training, upon their capabilities. I think, however, I would not begin during the first five months of the child's school life. The drawing, I believe, should begin with the oral expression. Later, certainly not within the first year, they may begin to write. Writing is more difficult than drawing; drawing is more natural to children. The drawing I would have with color, with a brush, put on in a free way. Instruction in drawing, that is in principles or methods of work, ought not to be allowed to interfere with the freedom of the children in expressing themselves. If formal instruction were given, it would be sure to interfere. I believe such formal instruction should not be given, at any rate, during the first three years of the children's school life. I am not sure as to the best time to begin. In spelling I would never have any formal instruction. They spell as they write, only be careful they never spell incorrectly.

"Geography includes all the sciences, and in all this nature study and literature and history we are preparing for the more formal study of geography, and it should come later in the course. If you ask me when to take it up, I must answer as in other cases—I do not know. This depends upon so many conditions that I could only answer knowing such conditions. I send you inclosed a sort of tabular view of the grouping I have indicated.

"I realize that in this brief way I have very imperfectly expressed my own ideas in regard to this great subject. I am sure you will consider it very unsatisfactory. It is unsatisfactory to myself, but from it perhaps you will get some idea as to the thought that is in my own mind in regard to the proper grouping of studies. I am very glad to contribute in any small degree to the great work you are doing in California in the department of education. I think you are doing more than any other state in the Union. We all look to you for the best that is being done in educational work. I trust you will do me the kindness to send me, from time to time, the reports that may be published in regard to your proceedings. Since my visit to California, my interest in your great state has been highly augmented, and I am especially interested in your educational movements. I hope I may be able to keep in touch with them. Let us both give and take."

Dr. White's Letter.

Dr. E. E. White writes as follows:

"I am pleased to learn that the State Council of Education of California has undertaken so thorough an investigation of the

course of study for elementary schools, but may I express my surprise that this investigation is to be put upon the imperfect basis of the report of the Committee of Ten—a committee not instructed to investigate elementary instruction, and, I may add, a committee not well qualified to make a guiding report upon the subject? The *elementary* course of instruction is the weak feature of this suggestive report. Much of it I cannot accept. I will send you in a few days a review of the portion relating to arithmetic.

The enumeration of the branches that should constitute the elementary course is obviously *defective*. It does not, for example, include drawing or manual construction of any kind, and is silent respecting instruction in *duty and manners*! The attempt to make history include literature proper, and natural science geography, is an illustration of the confusion into which the elementary studies are thrown by the attempt to divide them into *four branches*.

"It is impossible for me to answer the committee's questions intelligently on the basis proposed. What is meant by *literature as a branch of history*? Why does not reading more properly include literature? What are the children to read? Does not reading include *what is read*? Again, what is meant by 'grammar'? If the science of language, or technical grammar, is meant, it clearly does not belong *below* the seventh school year.

"Were I to discuss the questions proposed, I should wish to make a somewhat different classification of the elementary branches. I should wish to use terms that have a definite and well-understood meaning. I would call a spade a spade, and not a machine.

"But let me give a *hint* on several of the questions.

"1 and 2. Grammar proper should not be taught in the first six years. The time for language in these grades should be devoted to the *art* of language, and the training should be *synthetic*. History proper has no place in the first years of the course. I do not call stories, myths, and biographies (such as are told children) history. Lessons on plants and animals (facts of observation) should be given early; but are these *facts*, as taught the first three years of school, *natural science*? Have the Indians a knowledge of the *natural sciences*? What is the distinction between *common* knowledge (the result of common observation) and *scientific* knowledge? What is meant by the *scientific phase* of school instruction?

"You see that we must define our terms before we attempt to make statements as a *basis of pedagogy*. The present tendency to use vague, comprehensive words is confusing pedagogical discussion.

"3. What is said above applies to this question. Language and mathematics, as defined, should be taught in all grades. The terms 'History' and 'Natural Science' are too indefinite, as here used. We judge that the proportion of time will vary in the different grades.

"4. If by '*chief*' study is meant the study that receives most time and attention, clearly language, as defined, should be made the chief study. If by '*chief*' is meant central and *inclusive*, no one of the elementary branches is in this sense a '*chief study*.'

"5. I am inclined to think that nature studies, not necessarily *natural science*, should receive an increase of attention; also history and literature in the proper grades. But the studies just now needing special emphasis are '*morals and manners*' and the art studies—not included in the '*four great branches*.' The schools should put character before learning.

"5. The natural tastes and aptitudes of children *as a class* should, of course, be taken into account in determining the work of each grade. 'School instruction, both in matter and method, should be adapted to the capability of the learner,' is a sound principle of pedagogy. The learner's capability includes natural aptitude and taste: but the question may refer to those *individual* aptitudes and tastes in which pupils differ. I know of but one way to determine a child's aptitude and taste for a given study, and that is to teach him at least its elements. A child's taste for anything depends somewhat on his *knowledge* of that thing. Of course, a child can show neither taste nor aptitude for that of which he is entirely ignorant. In brief, a child's

tastes and aptitudes cannot be divined *de novo*. His dislike for a study that he is pursuing, may be due entirely to his approach to it or the manner in which he is taught. In my judgment, there is a large amount of nonsense current on the following of the individual tastes and aptitudes of young pupils. 'If the blind lead the blind,' where will both fall? It is vastly more important to know the *common* tastes and aptitudes of children in school instruction than to know their individual tastes and aptitudes which are changing from term to term. No course or method of instruction can be based on the *differences* of pupils in the same class or grade. These differences are met by modifications or adaptations of the general method to the individual pupil.

"7. The work of the school should be chiefly determined by the fact that its chief end is manhood and womanhood. Duty is the great life-work of man. School instruction should not be determined by the prospective pursuits or occupations, and for one good reason, no one can possibly guess the future trade or pursuit of a young child. School training should be 'an apprenticeship in right living,' as the French program puts it, and a *general preparation* for all pursuits and callings. You do not wish me to give an opinion on the extent to which the state may provide *special* schools to teach given trades. I take it that the question relates to *general* education—the education provided for all youth.

"Please excuse any dogmatism that may appear in the above answers. Opinions, if real opinions, are liable to be positive, if not dogmatic."

All readers of THE SCHOOL JOURNAL will be glad to know that Dr. E. E. White has returned from Europe. He went abroad, accompanied by his wife and daughter, as a commissioner to the Pan Presbyterian council which met in Glasgow, Scotland, last June. On the adjournment of the council he made a tour through Great Britain and the countries of western Europe, going as far south as Naples. Dr. White was away for three and a half months.

There will be two pages of educational news of New York city and the adjacent cities and towns in THE SCHOOL JOURNAL next week.

Educating the Public.

Mr. George W. Gamble, of New Canaan, Conn., is one of the live superintendents who believes in getting his teachers to become interested in professional literature. Each week he places in the hands of each teacher an extract from some prominent educator. It is also published in the local papers, so that the "lay" people may read it. The paper for next week is an extract from Parker's *Pedagogics*, to be followed by Col. Parker's paper in the series "My Pedagogic Creed," published in THE SCHOOL JOURNAL of September 5.

BINGHAMTON, N. Y.—Professor E. G. Lantman, author of a well-known text-book in bookkeeping and for several years a successful principal in this city, has refused an appointment to the principalship of one of the largest schools in Long Island City, preferring to remain in his own school. Mr. Lantman is the author of a well-known text-book in bookkeeping.

Dr. Albert C. Perkins, principal of the Crescent school, Brooklyn, died Sept. 22. Prostration from the heat in August resulted in pneumonia, which caused his death. Dr. Perkins was born at Topsfield, Mass., 1832. He was graduated from Dartmouth, taught at Phillips Exeter academy, and afterward became principal. In 1883, he was appointed principal of the Adelphi academy, Brooklyn, where he remained till 1892. A year later he opened the Crescent school.

Elie Charlier, the founder of the Charlier institute, died recently in Geneva, Switzerland. Mr. Charlier was of Huguenot descent, and was born in the south of France in 1827. Coming to this country in 1852, he began giving French lessons. He established a school which became so popular that in 1873 he founded the Charlier institute. This was long one of the famous schools of the city, and the property is now occupied by the De La Salle institute.

Effect of Financial Uncertainty.

Mr. L. G. Powers, chief of the bureau of statistics in Minnesota, publishes the value of the grain crop in the country from 1862 to 1895:

In '62 it was	416	millions of dollars.
" '71 "	871	" "
" '81 "	1,410	" "
" '91 "	1,582	" "
" '95 "	970	" "

This falling off of 600 millions of dollars in '95 is "caused by the paralysis of trade," the stoppage of manufactures "by workmen in a state of compulsory idleness," causing inability to buy the grain to this enormous extent. In other words, Mr. Powers shows the farmers get less for their grain by 600 millions because of the agitation for minting a dollar less in value than that now in use.

St. Louis Society of Pedagogy.

ST. LOUIS, MO.—The Society of Pedagogy will in the new school year continue the program of last year. Pedagogy will be presented by Prin. F. E. Cook; psychology, by Prin. E. H. Long; ethics, by Dr. Wm. M. Bryant; literature by Supt. F. Louis Soldan; history, by Mr. George E. Seymour; science, by George W. Krall; art, by Miss Amelia C. Fruchte; kindergarten, by Mr. Wm. Schuyler; and observation of child life, by Miss Mary C. McCulloch. Supt. Soldan will also give lectures on pedagogical history, and Mr. Schuyler on subjects from the field of literature, and Prin. Cook on history.

The society holds ten bi-monthly section meetings, one on the first and one on the third Saturday morning of each month. Besides these there are during the year six general lecture meetings. Each member receives twenty-five tickets for the annual fee of one dollar, thus allowing a ticket for each meeting during the year and nine to give to friends.

E. D. Luckey is president of the association and Ida C. Goodell, secretary.

Washington's Farewell Day.

Supt. Edward Brooks has sent out the following letter to the principals of the Philadelphia public schools:

On the 19th of September, 1796, Washington's Farewell Address to the people of the United States, dated September 17th, was published in Claypole's *American Daily Advertiser*. It has been suggested that public notice be taken of the centennial anniversary of the publication of this address, which will occur on the 19th of the present month. It seems especially appropriate that the Centenary of Washington's Farewell Address be observed in the public schools of the country. I therefore recommend that exercises, suitable to the occasion, be held in the public schools of Philadelphia on Friday, September 18th, this day being chosen as the 19th falls on Saturday, when the schools are not in session.

The exercises may consist of the reading of the address, the explanation of the circumstances under which it was made, with such incidents in the career of Washington, or facts in respect to his services to his country, as may be considered of interest to the pupils. In the lower grades, in which it may not be suitable to read the address, the recital of some simple events in the life of Washington, "the Father of his Country," would be interesting to the children. The exercises in all the grades should be accompanied by the singing of patriotic songs. The day may be known as "Washington's Farewell Day" in the public schools.

Fall and Winter Meetings.

October 14, 15, 16.—Fourteenth annual meeting of New York State Council of Superintendents at Utica.

November 6.—New England Association of School Superintendents.

December.—Holiday Conference of the Associated Academic Principals of New York State at Syracuse.

December.—Fourth Annual meeting of the Association of Grammar School Principals of New York State at Syracuse.

December.—New Jersey State Teachers' Association at Trenton. S. E. Manness, Camden, president; J. H. Hulsarth, Dover, secretary.

December 28-31.—California State Teachers' Association at San Jose.

FOR THE IMPROVEMENT OF SPEECH.

The first meeting for the coming season of the American Society for the Improvement of Speech, of which Prof. Richard E. Mayne is president, will be held in the Carnegie Building on Thursday, Oct. 8. Thereafter meetings will be held fortnightly during the winter. The object of the society is the improvement of the English language as used in ordinary social and business intercourse. Efforts will be made to interest professional people, journalists, teachers, and public speakers, in the object of the society, and through them extend its sphere of usefulness. It is also hoped to interest teachers and scholars of public schools to acquire a more correct knowledge of words and their uses in speech.

At the first meeting Miss Caroline B. La Row, author of "English As She is Taught," will read a paper on the "A, B, C of Speech." Among the lecturers who will follow during the winter are Prof. Corson, of Princeton college, Prof. Babbitt, of Columbia college, Prof. S. S. Packard, and Prof. George Gunton.

Topics of the Times.

An American has just secured the right to build the first railroad in Corea, from Chemulpo on the sea coast to Seoul, the capital, a distance of twenty-five miles. The same man recently put an electric light plant in the king's palace. Corea abounds in rich mines of gold, silver, iron, copper, and coal, and the railroad will help in developing them.

The scientific results of Nansen's arctic expedition are very great. He showed that the arctic ocean was not shallow, as was supposed. He found water there 12,500 feet deep. One member of the party explored the western part of Franz Josef land and made accurate maps of the territory. He discovered new regions, especially a large tract of land beyond the heretofore known limits of the island, with a magnificent headland covered with ice from foot to summit, and a huge rampart of ice, that could not be passed over, at its base. Here the party met with a series of furious gales, fogs, and driving snow storms. Frequently they barely escaped being smashed by the ice. Another lofty headland was discovered up Cambridge bay. A number of valuable photographs were taken, picturing the terrible arctic nature of the ice-capped country.

Gen. Eloy Alfaro is just now the hero of a successful revolution in Ecuador. In April, 1895, was begun a movement for the overthrow of Dr. Cordero, an obnoxious Conservative president whose government was charged with corruption, and who held the office against the wishes of the people. Everything was in confusion, and the revolution did not make much progress until Alfaro, who was in exile in Nicaragua returned to the country. He organized an army and marched to Quito, which he captured. In January, 1896, the Conservatives stirred up a counter revolution, which Alfaro has just succeeded in suppressing. He is popular with the common people and will assume the office of president as soon as a lawful election can be held.

The Yerkes observatory at Lake Geneva, Wis., is nearing completion and it is thought that the great telescope will be placed in position within a few months. The iron work of the dome is 110 feet high and ninety feet in diameter, and weighs about 200 tons. It revolves readily on twenty-six sets of ball-bearing wheels. It will be manipulated by electricity.

Beneath the dome is a marble floor, hung with counter-balance weights and capable of being raised or lowered twenty five feet

The lenses to be used in the telescope are the largest ever constructed.

The Blackfeet reservation will be thrown open for settlement about the first of next year. The survey which was started on July 20 is about completed. It will take several weeks to complete the field notes and maps. It will also take the department officials at Washington fully sixty days to complete their work. Nevertheless hundreds of people are encamped already on the borders of the reservation awaiting the time when the ceded portion is opened. The colony includes men, women, and children from every portion of the United States. Many Mormons from Utah are among the number, while Minnesota, North Dakota, Michigan, and Nebraska furnish large numbers. There are many old prospectors from various parts of Montana. The mineral wealth of the reservation is said to be wonderful. Prospectors say that the greatest copper mines yet discovered will be found.

Miss Clara Barton, president of the American Red Cross Society, has returned from Armenia. She says the sultan and the Turkish officers gave her assistance in her work of aiding the unfortunate, and also that her assistants found extreme desolation in the interior provinces of Asia Minor. The peasants were reluctant to leave the remnants of their villages to resume work in the fields, fearing that they would again be attacked by the Kurds, and consequently they were in dire need of food. The sultan gave orders that they should be protected and these were faithfully carried out.

Tours to the South via Pennsylvania Railroad

Two very attractive early autumn tours are offered by the Pennsylvania Railroad, leaving New York and Philadelphia September 29 and October 13.

After the experience of the past few years it is hardly necessary to say that these outings are planned with the utmost care. Suffice it to say that all arrangements are so adjusted as to afford the best possible means of visiting each place to the best advantage.

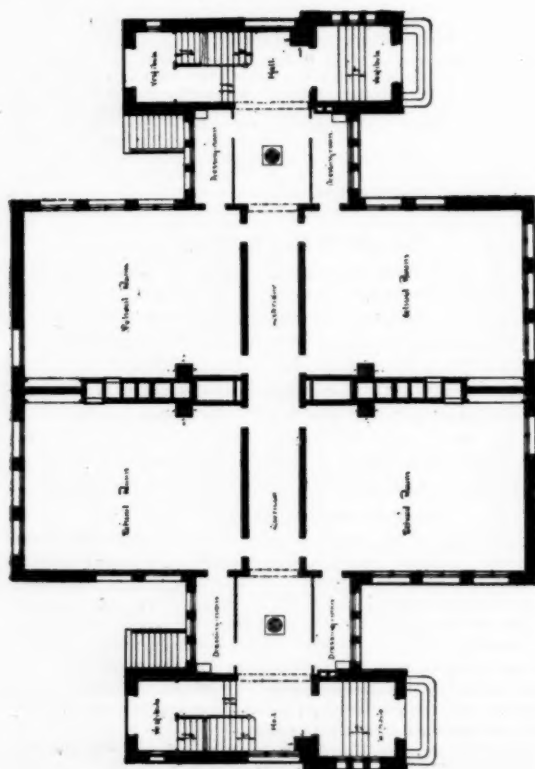
The tours each cover a period of ten days, and include the battlefield of Gettysburg, picturesque Blue Mountain, Luray Caverns, Basic City, the Natural Bridge, Grottoes of the Shenandoah, the cities of Richmond and Washington, and Mt. Vernon.

The round-trip rate, including all necessary expenses, is \$55 from New York, \$53 from Philadelphia, and proportionate rates from other points.

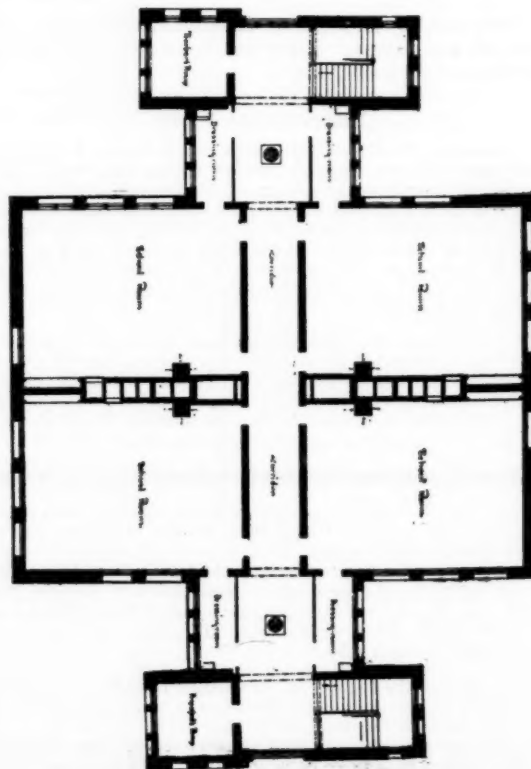
Each tour will be in charge of one of the company's Tourist Agents. He will be assisted by an experienced lady as Chaperon, whose especial charge will be ladies unaccompanied by male escort.

Special trains of parlor cars are provided for the exclusive use of each party, in which the entire round trip from New York is made.

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FIRST FLOOR.



SECOND FLOOR.

Plans of Dartmouth St. School, Worcester, Mass.

Letters.

I was in the city of Washington the other day and had the great pleasure of seeing Superintendent Powell and his work. I think Mr. Powell deserves high mention in connection with modern education, as he is certainly one of the most competent workers we have. He was an inspiration to me. Mr. Powell's whole soul is in his work, and the Washington schools are a simple reflection of his genius. He is a superintendent in the true sense. His strength is that he does his duty as an educator. His first thought is, not what this or that man may think of his action, but what is right for the children of the city. He does not talk educational reform, but he is a reform. He not only directs his teachers by theory, but he shows them the way by practice and exemplification; by this I mean that every step he advises the teachers to take, every new theory he wishes them to work out, he presents personally to the pupils in the form of a class-room lesson, and in this he shows his versatility and genius. His heart beats in sympathy with the child and he is a veritable Pestalozzi. Mingling with older life as a man he becomes at the same time young and childlike with the pupils. One of the most beautiful class-room lessons that it has ever been my pleasure to witness I saw Mr. Powell give. It was a lesson in English, which was a perfect exemplification of the so-called new education. He aimed to make the pupils independent and thoughtful, and the essential point was, not how many facts they had at command, but how well they could command their faculties. The lesson lasted an hour and a quarter, and as I left I could not help thinking that it was really worth a trip across the continent. B.

Chicago.

A Happy Experience.

It was my privilege this summer to attend the new School of Methods at Hingham, Massachusetts. As the days sped, only too quickly, I could but feel that the successful life is one that serves as an inspiration to others, for every nerve quickened to fresh energy under the stirring impulse of such instruction as is seldom one's privilege to receive. I could but feel convinced that no life can be counted a success if it fail to be of lasting value to the world, or, out of its own experiences, fail to point the way to the heights of the possible achievements for others, whose feet are on the plains.

No worker in life's vineyard is, perhaps, more dependent upon inspiration than the public school teacher, whom Ruffini describes as *like the candle, which lights the world while consuming itself*.

As a result of the uneven balance between waste and supply, the summer school has become a necessary and important factor in the life of the teacher who would fain keep pace with those who are in the ranks of progressive teaching.

The days spent at the new school of methods, under the able manager, Mr. C. C. Birchard, of the American Book Company, I count as among the most pleasurable, and assuredly as the most profitable of the summer.

Seldom has it been my privilege to meet so strong a faculty at any summer school and to step out of my own little field of thought into the boundless realms of others.

As originally planned the school was formed for the purpose of giving instruction upon the scope and principles of the Natural Music Course, by Messrs. Frederick H. Ripley and Thomas Tapper, of Boston, Mass. So elastic was this plan, however, that when the school opened July 13, its curriculum included not only methods in the Natural Music Course, under the efficient and faithful leadership of that magnificent teacher, Mr. Ripley, but a series of lectures by the gifted musical author, Mr. Tapper, who, it is needless to state, most profitably entertained his hearers with such subjects as, "The History of Music," "Scale Development and Notation," "The First Elements of Harmony," "Musical Terminology," "Music as an Educational Factor," and "The Study of Melody."

As if this were not a mental feast, sufficient to satisfy the most fastidious taste, Mr. William L. Tomlins, whose work as director of the Chicago Apollo Club for the past twenty-five years is well known, was engaged to give some of his delightful talks upon his work in the training of children's voices.

Those who were so fortunate as to attend the World's Columbian Exposition witnessed the demonstration of his work as choral director and will recall the nation's recognition of his power and genius as a teacher of children.

Little wonder then that his audiences at the new school of methods were fascinated and thrilled by the striking characteristics of this genius among teachers, who, as he became lost in his subject, betrayed all the earnestness, sincerity, humor, pathos of his nature, mingled with sound philosophy.

Do you wonder that in the minds of many of us his talks awakened thoughts that seemed like a great revival of our highest and grandest aspirations, which will tend to cause us to do nobler and better work in the coming year and to inspire us to bring out the latent possibilities of each child's nature? We realize, as

never before, that music, once admitted to the soul, becomes the guardian spirit of the child. After listening to Mr. Tomlins we can but recall the words of Luther, that "music is one of the fairest and most glorious gifts of God, to which Satan is a bitter enemy; for it removes from the heart the weight of sorrow, and the fascination of evil thoughts."

Probably no one of the faculty appealed more strongly to the students than did Miss Crane of the Potsdam State normal school, whose artistic teaching—clear, concise, thoroughly rational, and all-convincing—was a wonder and delight.

The sweet sincerity and pure womanliness felt in her presence were her chief charm, and I never left her without mentally quoting Wordsworth's lines,

"I saw her upon nearer view
A spirit yet a woman, too."

Could the summer schools of to-day succeed merely in presenting ideals of the true teacher to the students, that would be a high office, irrespective of other features of its work.

The drawing department of the school was one of its pleasantest features; the classes under the direction of Miss Gilbert, supervisor of New Bedford, Mass., did most admirable work. Her bright, winsome manner, her ready suggestion, and clear demonstration of the beauty and scope of the "New Prang System of Color and Form Study" gained for her the appreciation and affection of her pupils, who, in their zeal, found the pleasant hours spent in her class-room slipping away only too quickly.

With so much to occupy the mind, one might have been tempted to forget the body, had not the series of lessons in physical training, under Mrs. Louise Preece, of Minneapolis, Minn., been an attraction.

Mrs. Preece is a firm believer in the physical as well as the mental well-being of the individual.

Under the "Preece System of Physical Training" she has arranged an original and pleasing series of exercises, which gained for her large classes of enthusiastic pupils.

In her individuality Mrs. Preece is a genius. One has but to see her in the class-room—absorbed in her work, lucid in her explanations, bright, witty, always sunny in her criticisms—to feel convinced of her sincerity and of her faith in the principles she teaches.

The department of penmanship was a most successful one under the direction of Mr. Hollis E. Dann, of Ithaca, N. Y.

His strong personality and genial presence were felt in the various details of his teaching, which embraced the work of the several grades of the public school course.

The social element of the school was not lacking; for there were many delightful evenings, chief among which was that of the reception at Downer Larding; Mrs. Thomas—supervisor of music, Detroit, Mich.—acting as hostess.

A lecture by Dr. G. Stanley Hall, of Clark university, gave us advanced ideas upon the development of the rhythmic sense in children from the philosopher's standpoint; while the lecture given by Mrs. Mary D. Hicks, an exponent of the "New Prang System," furnished us beautiful thoughts on color from the artist's standpoint and convinced us that there is much in the "new education" for us to study and ponder.

The time came only too rapidly for us to bid farewell to dear, quiet, peaceful Hingham, with its warm-hearted, hospitable people, who had opened their doors to us; to take our last look at its pleasant environments; to speak words of appreciation to genial Mr. and Mrs. Soule, who had spared no efforts to find us comfortable homes during our sojourn; to part with regret from the friends we had made, and to think of the morrow when the summer school should have ended.

Too much cannot be said of the efforts on the part of the manager, Mr. Birchard, to make the school an inspiration and a profit to its students; nor must I forget the hospitality of Mrs. E. H. Rogers, of the Prang Educational Company, who stood ready always to take us "by the hand" and make us feel "at home."

This school reflected great credit upon the broad and liberal policy and high educational spirit of the American Book Company—especially the well known New York manager, Mr. J. A. Greene, and his associate manager, Mr. Frank A. Fitzpatrick, of Boston.

ANNA B. BADLAM.

Dorchester, Mass.

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Interesting Notes.

The intellectual specialty of the English, as we should contend, is their impatience of abstract ideas, their inability to believe that because an idea is sound, they are, therefore, bound, even when it is inconvenient, to push it to its logical result. They insist on self-government, but are quite content to tolerate monarchy and aristocracy. They hold to religious liberty as a dogma, but tax all landlords indifferently to support an Established Church. They believe in the equality of citizens, and tolerate the most astounding differences in the amount of voting power which is assigned to each, so that a Londoner has scarcely a third of the power to influence laws possessed by an Orcadian or man of Kilkenny.

They swear by the franchise as the sheet anchor of liberty, but do not fret if they get liberty, because the franchise is a restricted one. Every man with us is in the national ideal "free to say the thing he will," but when he has said it he comes under very strict laws, indeed, intended to provide that what is said shall not be libelous or blasphemous or improper. Col. Ingersoll, the American apostle of disbelief, would, on this side of the water, have passed half his life in prison.—*Spectator*.

The Scattered Redskins.

The Indians under jurisdiction of the United States are divided with very little sentiment into two classes—the taxed Indians and the Indians not taxed. The taxed Indians are those who are recognized by law as civilized; the untaxed Indians are those who are regarded by law as savages, the test of civilization established by Uncle Sam's government being, in the case of Indians, but of nobody else, taxes.

There are in all the United States a quarter of a million of Indians at present, and of these about 60,000 come under the designation of civilized Indians (taxed) and 190,000 are barbarian Indians or savages (untaxed). There are 66,000 Indians in the Indian territory maintaining a separate tribal government of their own, independent of the laws of the United States (except so far as their actions affect American citizens), but who have not the right to vote, to participate in political matters, or to leave their respective nations. In addition to these Indians un-

der tribal government, there are 8,000 other Indians in the Indian territory and a number scattered over some of the other territories, 20,000 in New Mexico (8,500 of them civilized), 16,000 in Arizona (1,500 of them civilized), and 5,600 in Oklahoma (ten returned by the census as civilized).

This list does not exhaust the number of Indians in the United States, for nearly every state has a few—some civilized and taxed, some barbarian and untaxed. By the last federal report, for instance, there were four Indians in Delaware—all civilized. There was one Indian in Illinois, the condition of whose civilization was not reported, and there were twenty-eight civilized Indians in New York (most of them on Long Island) exclusive of 726 more or less civilized Indians in the various counties of the state in addition to the Indians of the Six Nations on reservations, the largest of which is in the vicinity of Syracuse. The Indians of the Six Nations included by the last report 5,300 persons, though at one time the total number was 12,000. By the last report there were 559 Indians in Maine, 424 in Massachusetts, 180 in Rhode Island, 223 in Connecticut, 94 in New Jersey, 34 in Vermont, and 16 in New Hampshire. The census of West Virginia returned nine Indians within that state, but the neighboring state of North Carolina had 1,514; South Carolina, 173; Alabama, 759; and Mississippi, 2,036. There are but vestiges of the once numerous Indian population of Florida, and Texas has fewer than 700. The Pacific coast states, however, continue to have fairly large Indian population, there being 15,000 in California (11,000 civilized), 4,200 in Oregon (1,200 civilized), 5,000 in Nevada (3,500 civilized), 2,400 in Utah and 10,000 (4,000 civilized) in Washington. All the trans Mississippi states have a resident Indian population (Montana has 10,000), but the Ohio Valley states have few, there being 200 in Ohio, 300 in Indiana, and 100 in Kentucky. In government bulletins the Indians are treated with very little consideration, one item of the Indian population being: "Indians in prison, 184."

Hundreds of millers flying about the electric power of the Pendleton, Or., light company, entered the building through an open window one night, and being drawn by suction under a belt leading to the big dy-

namo, stopped the machinery and put out all the lights in town.

The Siberian Railroad.

Europeans are watching the construction of the Trans-Siberian railway with special interest, for from many points of view it will be almost impossible to over-rate its significance. The Trans-Siberian will surpass in grandeur, as in the difficulties to be surmounted, every kind of existing track, for neither the Central Pacific, which is only 6,000 kilometres long, nor the railroad system of Hindostan, nor the Canadian Pacific will bear comparison with it when it has been completed.

All sorts of natural difficulties will have to be encountered and surmounted. In certain parts mountains have to be pierced and ravines and very broad and rapid rivers have to be bridged, for while in the West there is a series of interminable plains, in the east, toward Lake Baikal and beyond this sheet of water, the railroad encounters the massive chain of the Zablono. Other difficulties are furnished by the climate, which in the region beyond Tomsk sometimes covers the ground with snow several yards deep, and this, often in the form of a fine dust, shifts about the entire country. Consequently it will be necessary to protect the railroad with palisades and plantations, and even with ramparts made of blocks of snow soldered together with water. Finally, it is only possible to work on the construction about four months a year.

It was reckoned that for the execution of a single section—viz., that of Kolyvane to Irkutsk—95,000 workmen and 5,000 horses were needed, and of these the countryside could barely furnish a third. Quite apart from the commercial advantages to Siberia itself, it is claimed that Russia will become the intermediary between Europe and the countries of the far East, such as China and Japan. At the present moment the passage by the Suez canal to Shanghai occupies forty-four days and that by the trans-Canadian route thirty-four. Only twenty days will be taken to reach that city by the Trans-Siberian. This new railroad should monopolize the tea and silk trades, which form two-thirds of the Chinese exports, and it will open up a vast stretch of country to commerce.

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New Books.

One of the volumes of Cassell's Union Square library is *John Bull & Co.*, by that witty and observing Frenchman, Max O'Rell. In this he gives his opinion of John Bull and his colonies and relatives, as Canada, Australia, India, South Africa, United States, etc. Another book of this series is *At Heart a Rake*, an English story by Florence Marryat. (The Cassell Publishing Co., 31 East 17th street, N. Y.)

The Belles Lettres series comprises a large number of small volumes each of which contains an essay by a writer of ability on a literary, political, or sociological subject. They are bound in white with designs and lettering in silver. Three of these volumes are: *Why Americans Dislike England*, by Prof. George Burton Adams, of Yale university; *The Higher Education as a Training for Business*, by Harry Pratt Judson, and *The Origin, Meaning, and Application of the Monroe Doctrine*, by John Bach McMaster. (Henry Altemus, Philadelphia.)

The Regicides: A Tale of Early Colonial Times, by Frederick Hull Cogswell, is an absorbing story of Puritan New England, dealing largely with actual historical characters and events, the action centering in the flight and pursuit of Generals Whalley and Goffe, signers of the death-warrant of Charles the First. The book sheds new light on the social and political conditions of the period, and interests all lovers of historical fiction. (The Baker & Taylor Co., New York. 12mo., \$1.50.)

Literary Notes.

Silver, Burdett & Co., have issued "A Handbook of Vocal Music" by John W. Tufts. Written by the author of two of the most successful public school music systems, a widely known teacher and composer, the book contains the results of deep pedagogical study and musical ability of rare order. For the last forty years Mr. Tufts has been teaching teachers. He knows fully their needs and their limitations and has produced for them a book which will serve as a guide and standard for progressive public school music work.

The October *Forum* will contain, under the caption "What Free Coinage Means," four noteworthy articles on the silver question: "Compulsory Dishonesty," by Hon. Benjamin Harrison; "Free Coinage and Life-Insurance Companies," by John A. McCall, president of the New York Life Insurance Company; "Free Coinage and Trust Companies," by Edward King, president of the Union Trust Company; and "Free Coinage and Farmers," by John M. Stahl, secretary of the Farmers' National Congress.

Two interesting stories for the young are promised for immediate publication by A. C. McClurg & Co. Miss Margaret Bouvet writes a pathetic tale of French child-life entitled *Pierrette*, while Miss Liljencrantz writes a story of the doings of some boys and girls, entitled *The Scrape that Jack Built*.

The value as a whole of the selections presented in the "Library of the World's Best Literature," (91 Fifth avenue, N. Y.), lies in the fact that they have not only been approved by such discriminating editors as Charles Dudley Warner, Professor Mabie, editor of *The Outlook*, and other critical judges, but they have also been passed upon by an advisory board from the leading American universities. This would seem to argue that the selections are thoroughly representative of different nations and periods. Besides this the extracts are ac-

companied and explained by numerous critical and biographical essays contributed by over three hundred distinguished writers in this country and Europe. The work is in thirty volumes, the first two of which will be ready for subscribers October 1.

Henry Holt & Co., have nearly ready a systematic French Grammar, particularly full in syntax, by Prof. Louis Bevier, of Rutgers college. Numerous human and interesting exercises by Dr. Thomas Logie have been included.

The latest additions to the Eclectic English Classics (American Book Co.) are *The Autobiography of Benjamin Franklin*, *Homer's Iliad*, translated by Alexander Pope, and *The Princess*, a medley by Alfred Lord Tennyson. This series now includes the long list of standard works required for college entrance examinations. The books represent a wide range of literature and the purest models of style, and are adapted for home reading as well as for school use.

The Peter Paul Book Company of Buffalo, N. Y., have published W. T. Hornaday's book, entitled *The Man Who Became a Savage*. For some time this ran in the *Illustrated Express* as a serial and was certainly a most successful one. The book contains thrilling descriptions, humorous situations, and vivid and dramatic portrayal of scenes and incidents.

George Kennan has written three short stories for the coming volume of *St. Nicholas*. One is called "How the Bad News Came to Siberia," and describes how Mr. Kennan and his comrades, while at work on the Russian Overland Telegraph, received news of the completion of the Atlantic cable. This, of course, ruined and brought to a sudden stop the enterprise in which they were engaged. Another story, called "My Narrowest Escape," is an account of an exciting adventure in Russia. The first of the stories will appear in the November *St. Nicholas*.

What is right in the great gold and silver controversy, and how shall the voter cast his vote so as to be of the most value to himself, his people, and his country? These are the questions that are now pre-eminently before the American nation. Any book that brings the subject with all its circumstances and consequences clearly before the American voter is a benefactor. Such a book is *Free Silver and the People*, by C. M. Stevens, author of "Bryan and Sewall and the Great Issue of 1896." It is issued by F. Tennyson Neely, 114 Fifth avenue, New York.

Mr. William George Jordan has resigned his position as editor of *Current Literature*. He will for a time devote himself to original literary work and to the completion of *Jordan's Guide to Poetry and Prose*. Toward this monumental work, which involves the complete indexing, by subject or important word, of the principal anthologies, books of readings and recitations, school readers, and collections of selections published in America and Great Britain, 125,000 references have already been gathered.

A *New Practical Arithmetic* has just been issued by the Practical Text Book Co., Cleveland, Ohio. This book combines both mental and written arithmetic. The definitions are short and simple, the methods of operation clearly explained, and a solution of one problem is given under each subject. The work begins with the reading and writing of numbers, and includes all of the usual operations in arithmetic, special attention having been given to subjects used in business life and to practical short methods.

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Speaking of the financial question one of the candidates said recently that the voter should not trust to what other men said, but should read for himself. This is good advice. One will not lack information on any point of this great subject if he reads the books issued by F. Tennyson Neely, 114 Fifth avenue, N. Y. There are several paper covered volumes, of nearly uniform size, each sold for twenty-five cents, as follows: *Sound and Solid Money—The Salvation of Our National Honor*; *Free Silver and the People—Silver vs. Gold*, the campaign hand-book; *The Nation's Greatest Problem*, giving the strongest arguments on both sides. Then there is a substantially bound volume entitled *One of the People*, giving the life and speeches of William McKinley and a brief sketch of Garret A. Hobart. The author, Byron Andrews, has done his work thoroughly and well. The book is well illustrated. It is bound in blue cloth with a gorgeous eagle and flag design on the cover.

A *Short History of Cheap Music* as exemplified in the records of the house of Novello, Ewer & Co., of London and New York, is a little book that will interest a wide circle of readers. It has portraits of Vincent Novello, J. Alfred Novello, and Henry Littleton, and a preface by Sir George Grove, D.C.L.

In the Heroes of the Nations Series will be issued by G. P. Putnam's Sons *The Life of Christopher Columbus*, by Washington Irving, abridged by the author; *Robert the Bruce, and the Struggle for Scottish Independence*, by Sir Herbert Maxwell. In the Story of the Nations Series will be published *The Story of Bohemia*, by C. Edmund Maurice; *The Story of Canada*, by J. G. Bourinot; *The Story of the Balkan States*, by W. Miller.

The literary history of the nine century presents no more interesting or suggestive study than the development of the mind and art of Alfred Tennyson. A book that promises to throw much light upon this is the new edition of Tennyson's *Princess* (D. C. Heath & Co.) edited with notes and introduction by Mr. Andrew J. George, M. A. Mr. George's point of view is purely literary. He makes Tennyson his own interpreter and by rare analytic insight shows the growth of the poet's powers.

Dr. Charles C. Abbott's books on birds are especially full and delightful studies. *Birdland Echoes*, his latest book, is published by the J. B. Lippincott Company. It is illustrated with minute care by Wm. Everett Cram, a fellow bird-lover.

Those in charge of the monument to be erected to the memory of Eugene Field have decided to issue a handsome souvenir volume of the poet to be called "Field's Flowers." Seven of Field's most famous poems are to appear in the book. It will be printed on plate paper, contain a fine portrait of the author, and is to be inclosed in illuminated covers. The illustrations to the poems will be full-page and marginal by well known artists. It will sell for the nominal sum of one dollar, and it is hoped that the volume at this price will realize about \$10,000 for the monument fund, to which the entire proceeds of the book will be devoted.

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Interesting Notes.

Bamboo is of universal use in China. The windows are delicate lattice work of bamboo, bent and curled, and plaited. The water-bucket is a good big stalk, sawed off just below the joint, and made as deep as is needed above it. For a bottle a slender piece is taken and treated in the same way. If, in the confusion of building, a knife is mislaid, a good sharp edge of a bamboo is taken, and it does just as well for everything, except cutting bamboo, as if it were Sheffield steel. While building, hunger is kept off by cutting the little tender shoots just as they peep from the ground, and cooking them like asparagus.

A new and powerful searchlight has been invented for the purpose of simplifying searchlight operations on board ship. It is portable, and may be packed in a box when not in use. It can be attached in less than a minute. Its weight is just below fifteen pounds, and it can be handled with the greatest ease or suspended from a chain and operated by the officer on watch. Its peculiar feature is that it does not dazzle the sight of the operator. None of its beams are wasted, and it gives a high degree of concentration of light rays upon the object on which they are directed. The instrument has both automatic and hand feed, and the focussing arrangement is very simple. It shows small objects, such as a buoy, three-quarters of a mile off, while it makes sails visible three miles away.

The successful management of the school without the aid of the Automatic Program Signaling clock will soon be regarded as impossible by every progressive school. As this modern school appliance is finding its way into many schools and colleges, it is forcibly demonstrating its pedagogical value. To see it working and see the scholars moving like a lot of soldiers on dress parade, with promptness and precision, is to appreciate it. The time has gone by when it makes no difference if a class receives a little more or a little less than its allotted time, for these irregularities have a decided detrimental effect on discipline and system, whereas the Automatic Program Clock promotes discipline and system. The Frick Program Clock, manufactured by Fred. Frick, Waynesboro, Pa., is in successful use in many of the leading schools and colleges of the United States and Canada. Among recent schools equipped with this clock are the following: Indiana state normal school, Indiana, Pa., Franklin & Marshall college, Lancaster, Pa., Ithaca high school, Ithaca, N. Y., New Girls' high school, Reading, Pa., New high school, Scranton, Pa., high schools at Sedalia and St. Joseph, Mo., State normal school, Warrensburg, Mo., Brearly school, Ltd., 17 W. 44th St., N. Y. city, Dr. Sach's Girls' school, 166 W. 59th St., N. Y. city, Pennsylvania Institution for the Education of the Blind, Philadelphia, Pa.

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Little Journeys to the Homes of American Authors (G. P. Putnam's Sons) series for 1896 includes Emerson, Bryant, Prescott, Lowell, Simms, Walt Whitman, Hawthorne, Audubon, Irving, Longfellow, Everett, and Bancroft.

The Biggest Farms in the World.

Some of our far Western ranches are still pretty large, but the Australian "station" has nothing to equal it on this side of the globe. An Oregonian paper thus describes some of these "stations." "One James Tyson has about 3,000,000 acres, or a territory nearly as large as three states like Rhode Island, one and one-half Delawares, or even one-third the size of Vermont, or one-seventeenth the size of Iowa. He has nearly 1,000,000 sheep or the equivalent in cattle. One Mr. McCaughey has one station of 1,014,800 acres, with some 300,000 sheep. James Wilson has 340,000 acres, or just 1,000 square miles, in one station, and over 400,000 sheep. I have a friend in the interior, whom I visited recently, who has 500,000 acres and 500,000 sheep. One can drive 100 miles on a straight line on his estate. Of this 500,000 acres, 70,000 are freehold, and the rest is leased from the government of New South Wales on long time for a definite annual rental. I have another friend, a member of the New South Wales parliament, who holds 240,000 acres in Queensland on long lease, at an annual rental of one farthing, or one-half cent, per acre. Recently the government sunk an artesian well on this land that flows 3,000,000 gallons per day, according to newspaper reports. Most of this station, I am informed, is good land. All these stations, like the petty dukedoms of Europe, are

named, and the names, when pronounceable are not easily forgotten. But their names serve a better purpose than mere ornament. As there is a considerable difference in altitude, latitude, soil, vegetation, breed or care of sheep, there is a very noticeable difference in the wool, and the reputation of the station has no little influence on the price of the respective clips. In the English trade reviews, or prices current, the names of the stations of Australia become as familiar to a large business class as are the names of the nations of the globe to the average educated man."

Fascination of Polar Expeditions.

"With all its danger and suffering no field of adventure seems to be more fascinating than the polar regions, and it is perfectly natural that this should be so. The literature which has been the result of expeditions to the poles abounds in details of personal experience, as well as of valuable contributions, tending to widen the scope of geographic and scientific knowledge. These details exert a powerful effect on the imagination. Each successive story possesses its individual charm, and all of them are calculated to engage the attention and stimulate the natural craving for adventure as well as desire to solve the problems of the Arctic and Antarctic circles.

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Li and the Anti-Railway Spooks.

In a letter from China last summer I told the story of the first railway that was laid in that country, and how the government bought it and tore it up because it interfered with the passage through the air of Fung-Shuy, the spirits of the dead, that are always present and exercise an omnipotent power over the affairs and destinies of mortals.

This superstition cost the government \$1,500,000, and Li is supposed to share it with the rest of his race. But he seems to have recovered somewhat, for when he was talking with General Wilson about the plan for the construction of several lines of road in China he was asked what they are going to do about the Fung-Shuy. The old man laughed and retorted: "They will have to take care of themselves. We need the railroads more than the Fung-Shuy."

Some years ago, when he constructed a telegraph line between Tien-Tsin and Peking, the wires and the poles were frequently cut down, and he was put to a great deal of trouble and expense keeping them in repair. Finally he sent for the magistrates of all the villages along the route and told them that the mischief must stop. They replied that it was done by the Fung-Shuy.

"All right," replied the viceroy; "if the Fung-Shuy cut another wire or pull down another pole I will hang the magistrate of the nearest village."

There was no more interference with the telegraph after that. —Chicago Record.

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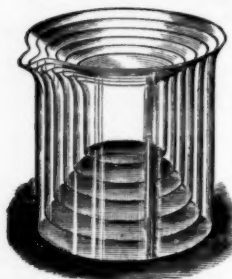
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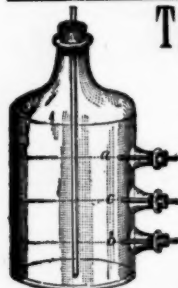
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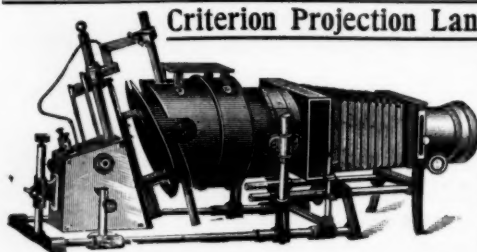
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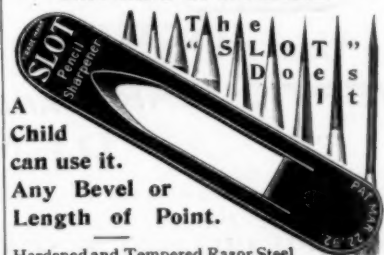
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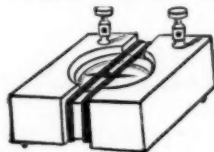
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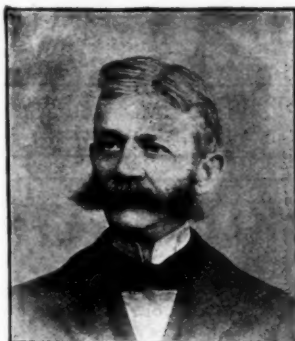
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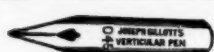


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